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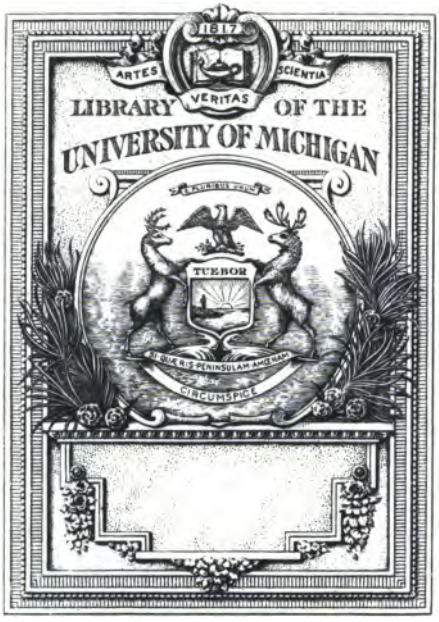
MANUAL OF MUNSON SHORTHAND



GIFT OF THE HEIRS OF
WILLIAM HENRY WAIT, PH.D.

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Manual
of
Munson Shorthand

By
A. C. Van Sant
and
Elizabeth Van Sant

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PREFACE

The Munson system of phonography possesses many advantages over other systems. It is governed largely by general rules, and has few exceptions.

It was the first to abandon the corresponding style of writing and to teach but one form for the amanuensis and the court reporter. This one change in the method of presentation, apart from all other improvements which have been made, has saved an immense amount of time and labor on the part of learners. The student learns at first the best form for every word and phrase, instead of being taught one form and afterwards having the double task of forgetting that form and learning a new one for the same word or phrase.

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The method of adding hooks has also been much simplified. The old and cumbersome method of reversing certain stems when hooks are added has been abandoned, and every stem has been made subject to the same rules as regards the joining of hooks, circles and loops, as well as halving and doubling.

The rules of phrasing are not only simplified but amplified, and instead of learning a long list of arbitrary phrases, general rules are given which enable the writer to form an indefinite number of rapidly written and legible phrases without taxing the memory with special forms.

Legibility is one of the strong points of the Munson system. Every word is expressed by a shorthand outline, and nothing is left to the imagination of the reader. Careful provision has been made for words that are likely to conflict.

Legibility without speed would be of little practical value in the severe tests to which shorthand is subjected, not only in court and legislative reporting, but in many kinds of amanuensis work. The Munson system has for years been acknowledged one of the most rapid systems in existence. It has produced some of the most rapid writers ever known in this country.

In placing another shorthand text-book upon the market it is believed that there is room for a text prepared by teachers who are familiar with the difficulties of learners. The forty lessons covering the principles of the system presented in this book are the outgrowth of a method of teaching which has been used for many years in the school conducted by the authors. The lessons were remodeled from time to time until the statements

of rules are made so clear that they can be easily understood by students.

The following are some of the special features of the book:

In stating principles and rules, illustrative words are given in the body of the text instead of in separate lines or paragraphs. The advantage of having each rule or principle immediately supported by illustrations will be apparent to every instructor.

Word-signs, which form so essential a part of every system, are introduced a few at a time throughout the series of lessons, and are used in the reading and writing exercises. Upon the completion of the study of the principles the student is familiar with about 225 of the more frequently used word-signs, as well as with a large number of their derivatives.

Phrasing is introduced in the early lessons, and as each principle of word-building is explained its application to phrasing is also explained. The result is that the student learns to join words in phrases as naturally as he joins stems in forming words. This result can not be reached where the student is obliged to proceed for several weeks with his study of shorthand before taking up the principles of phrasing.

There is nothing in the entire book to be unlearned. No word is used in the exercises until the principles governing its formation have been thoroughly explained. No group of words is given until they can be phrased exactly as an advanced writer should phrase them.

The principles of each lesson are fixed in the mind by reading and writing exercises which involve all the principles of the lesson. As these exercises are not keyed, and as they also involve a frequent review of principles previously taught, they furnish an excellent test of the student's knowledge of the principles.

The matter comprising the reading and writing exercises consists of sensible, grammatical sentences and business letters.

Word-signs and derivatives are given in the same list, and are arranged conveniently for both study and reference. The "Words Distinguished" are alphabetically arranged so that the form for any word can be quickly ascertained without reference to the other words of the same group; at the same time a reference is given to the group in case further information is desired.

The book is completely indexed. This will be appreciated by teachers who have worked with poorly indexed books.

A. C. VAN SANT.
ELIZABETH VAN SANT.

August 1, 1906.

LESSON I.

STRAIGHT CONSONANTS—VOWELS Ā AND Ō.

Phonography is based on phonetic spelling. A word is written in phonography exactly as it is pronounced, regardless of the spelling. Thus, the word *though* is written *thō; rough* is written *rŭf; edge* is written *ĕj; sleigh* is written *slā.*

Consonants are represented by straight lines and by quarters of a circle written at different angles. They are made light to represent light or whispered sounds, and heavy to represent loud or spoken sounds. The consonant outlines are called *stems.*

Phonographic signs represent definite sounds, and not letters, which may have several sounds. The words *came, king, character,* and *quay* (pronounced "key") begin with the same sound, which in each instance is represented in shorthand by the stem K; *gem* and *jail* have the same initial sound, which is represented in shorthand by the stem J.

Length of Stems.—Stems should be made not over three-sixteenths of an inch long. The heavy straight stems should be uniformly shaded from the beginning to the end.

STRAIGHT STEMS.

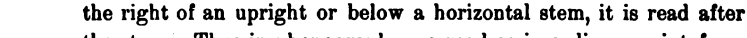
LIGHT.			HEAVY.		
	P	as in pay		B	as in buy
	T	as in take		D	as in day
	CH	as in check		J	as in joy
	K	as in key		G	as in gay

Vowels are represented by dots and dashes placed beside the stems. Long vowel sounds are indicated by heavy dots and dashes, and short vowel sounds by light dots and dashes. Dash vowels should be made one-fourth the length of the stems.

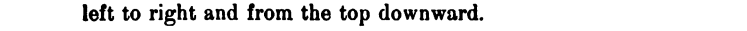
Dash vowels are placed at right angles to the accompanying stems.

Method of Reading.—If a vowel is written to the left of an upright or above a horizontal stem, it is read before the stem; if written to the right of an upright or below a horizontal stem, it is read after the stem. Thus in phonography we read as in ordinary print, from left to right and from the top downward.

Vowels Ā and Ō.—A heavy dot placed at the middle of a stem represents the sound of *a* as heard in *may*, *weight*, *came*, etc.; thus,



A heavy dash placed at the middle of a stem represents the sound of *o* as heard in *no*, *snow*, *toe*, etc.; thus,

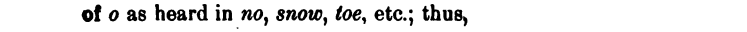


The stem should be written first and the vowel or vowels placed in position afterward.

Capital Letters.—Two light parallel marks beneath a word written in shorthand indicate that the word begins with a capital letter; thus, Jay, Coe.

READING EXERCISE.

Read the following words:



WRITING EXERCISE.

Write the following words in shorthand:

day, age, ope, toe, Joe.

LESSON II.

CURVED STEMS—HEAVY VOWELS.

Sixteen consonants are represented by quarters of a circle. The following diagrams illustrate the formation of four of these curved stems:

CURVED STEMS.

LIGHT. F as in fine HEAVY. V as in vine

SH as in show ZH as in azure

The heavy curved stems are shaded by increasing the pressure of pen or pencil to the middle and gradually diminishing to the end.

Vowel Positions.—Vowels have three positions in relation to the stem, as follows:

First position, at the beginning of the stem.
Second position, at the middle of the stem.
Third position, at the end of the stem.

The second-position vowels (*ā* and *ō*) given in the preceding lesson are also included in the table below.

HEAVY VOWELS.

First position.	ä as in calm	a̱ as in all
Second position.	ā as in may	ō as in no
Third position.	ē as in be	o͞o as in boot

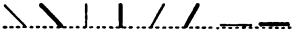
In studying the vowels be careful to give the correct sound to each. To illustrate: The first-position heavy dot represents the sound of *a* as heard in the word *calm*. By spelling this word phonetically, or by sound, *k ä m*, it will be found that the vowel sound is *ah*. The

first-position dash represents the sound of *a* as heard in the word *all*. By spelling the word phonetically, *a l*, it will be found that the vowel sound is *aw*. Each word should be carefully analyzed in this way.

Positions of Consonants.—Consonant stems have three positions in relation to the line. Upright stems in the first position are written with the lowest point half the height of the stem T above the line; in the second position they touch the line; in the third position the line divides them in the middle. Horizontal stems in the first position are placed the height of the stem T above the line, in the second position just above the line, and in the third position just below the line. The following illustrates the positions of stems:

First position.

Second position.

Third position. 

If a word has but one vowel, the stem is written in the position of that vowel. If the vowel is first position the stem is written above the line and the vowel at the beginning of the stem; if the vowel is second position the stem is written on the line and the vowel at the middle of the stem; if the vowel is third position the stem is written in the third position and the vowel at the end of the stem, as follows:

First position.	pa	*p ä*		ought	*a̲ t*		caw	*k a̲*	
Second position.	bay	*b ā*		owed	*ō d*		Coe	*k ō*	
Third position.	be	*b ē*		to	*t o͞o*		coo	*k o͞o*	

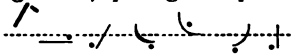
In reading a word in phonography the phonetic spelling is followed, giving to each stem or vowel the sound it represents, and not the name of the letter. Thus, the word *each* ( ) is read *ē ch*, the sounds being exactly those heard when the word is pronounced very slowly.

In placing the dash vowels with curved stems let them point

towards the center of the circle of which the curve is a part; as, foe, shoe, show.

READING EXERCISE.

Read the following words, spelling each phonetically:



WRITING EXERCISE.

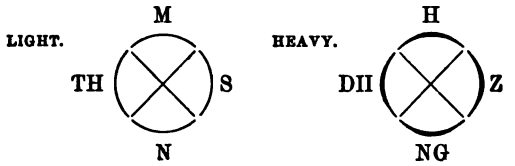
Write the following words in shorthand:

fee, paw, tea, awed, daw, Shaw, key.

LESSON III.

CURVED STEMS (continued).

The following diagrams illustrate the formation of eight additional curved stems:



CURVED STEMS.

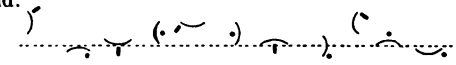
LIGHT.		HEAVY.	
TH	as in think	DH	as in they
S	as in say	Z	as in zone
M	as in me	H	as in high
N	as in no	NG	as in sing

The sound of *th* in *think* is not the same as the sound of *th* in *they*. To distinguish, the name "TH" is given to the stem representing the

whispered sound heard in *think*, and the name "DH" to the stem representing the heavier sound heard in *they*.

READING EXERCISE.

Read the following, giving to each vowel and consonant its phonetic sound:

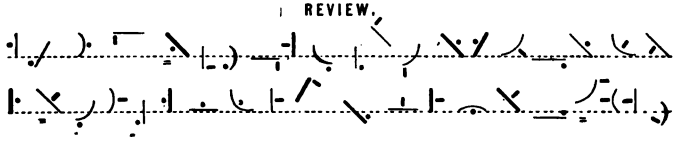


WRITING EXERCISE.

Write the following in shorthand:

maw, ma, say, may, oath, so, hoe, thee, ooze, though, ease, hay.

REVIEW.



LESSON IV.

LIGHT VOWELS.

The short vowel sounds are represented by light dots and dashes, as follows:

LIGHT VOWELS.

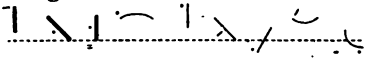
First position.		ă as in at		ŏ as in hot
Second position.		ĕ as in met		ŭ as in up
Third position.		ĭ as in bit		o͝o as in book

Practice the following words:

edge	*ĕ j*		us	*ŭ s*		egg	*ĕ g*	
add	*ă d*		etch	*ĕ ch*		if	*ĭ f*	
it	*ĭ t*		ash	*ă sh*		off	*ŏ f*	

READING EXERCISE.

Read the following words:



Accented Vowels.—When a word contains several vowels the shorthand outline is written in the position of the accented vowel. The syllable which will bear the greatest force without materially disturbing the correct pronunciation of the word is the accented syllable, and the shorthand outline should be placed in the position of the vowel contained in that syllable.

Practice the following, spelling each word phonetically:

obey *ō b ā* Amy *ā m ĭ* echo *ĕ k ō*

ado *ă d o͞o* eighty *ā t ĭ* ashy *ă sh ĭ*

WRITING EXERCISE.

Write the following words in shorthand:

essay, easy, abbey, Otto, Effie, eddy.

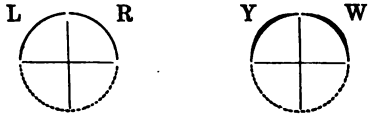
Concurrent Vowels.—When two vowels occurring together precede or follow a stem, the one sounded nearer the consonant is written next to the stem and the other a little farther away; as, payee, bowie, Owen.

LESSON V.

CURVED STEMS (concluded)—STEMS WRITTEN UPWARD.

The following list contains the curved stems not previously given:

LIGHT. HEAVY.



CURVED STEMS.

LIGHT. L as in lie HEAVY. Y as in you

R as in oar W as in we

R as in ray (duplicate sign for R)

Distinction between CH and Upward R.—The table above gives two stems to represent the sound of *r*. The straight R is written upward, and differs from CH in being more nearly horizontal. CH should be written downward at an angle of sixty degrees, and R upward at an angle of thirty degrees; thus, CH, R. Care must be taken to write these stems with correct slant, as otherwise they will sometimes cause conflicting outlines.

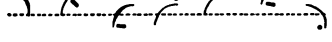
The stem L when not joined to other stems is written upward.

The remaining consonant stems, including curved R, are written downward.

Upward and Downward R.—When not joined to other stems, upward R is used if *r* is the first sound in a word; as, row; but where the sound of *r* is preceded by a vowel downward R is used; as, oar.

Vowels with Upward Stems.—With stems written upward (L and straight R), first-position vowels are placed at the beginning or bottom of the stem, and third-position vowels at the end or top of the stem; as, all, ill, raw, rue.

READING EXERCISE.



WRITING EXERCISE.

lay, we, lee, woo, or, ye, ray, yea, ell.

Horizontal Stems.—The stems K, G, M, H, N, and NG are called *horizontal stems.*

LESSON VI.

DIPHTHONGS.

Diphthongs are compound vowel sounds, and are represented in shorthand by the following characters:

First position. i as in my oy as in boy ow as in vow

Third position. ew as in few

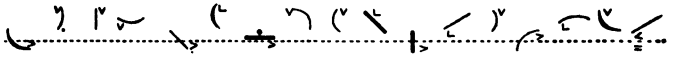
Diphthongs are always written exactly as shown, regardless of the direction of stems to which they are placed; as, by, shy, joy, coy, vow, cow, Jew, cue.

Diphthongs Joined to Stems.—Diphthongs are sometimes joined to stems, more frequently at the beginning, but occasionally at the end; as, ice, eyes, issue, guy.

When a diphthong and a vowel precede a stem, the diphthong may sometimes be joined to the stem, and in such cases it is read first; as, Ione, eyeing.

When a diphthong and a vowel follow a stem, the one sounded next after the stem must be written nearer to it; as, bayou, avowee.

READING EXERCISE.



WRITING EXERCISE.

my	high	alloy	hue	lie
few	out	annoy	toy	sue
boy	chew	avow	die	rye
ivy	hour	adieu	fie	pie

Imperfect Vowel Expression.—Phonography does not provide for accurately expressing all shades of vowel sound. For example, there is no vowel sign that exactly represents the initial sound of *a* in such words as *ago*, *away*, etc., or the final sound of *a* in such words as *era*, *idea*, etc. These sounds are represented by the light dot in the first position; thus, ago, away, era, idea, Iowa.

When *r* follows a vowel it usually modifies the sound of the vowel, and no attempt is made to express this modification by a separate vowel sign. The sound of *a* followed by *r* in such words as *air*, *fair*, etc., is represented by the light dot in the first position; as, air. The vowel sound heard in such words as *err*, *sir*, *world*, etc., is represented by the light second-position dash; as, err.

LESSON VII.

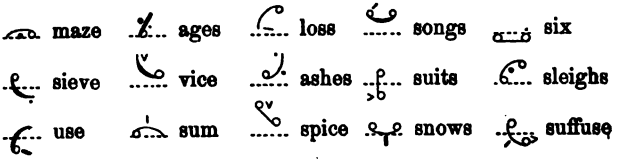
THE S-CIRCLE.

The sound of *s* at the beginning of a word and the sound of *s* or *z* at the end of a word or stem may be represented by a small circle. It is placed on the right-hand side of straight stems written downward, on the upper side of straight stems written to the right, and on the inside of curved stems. When placed at the beginning of a stem it must be read first; when placed at the end of a stem it must be read last; as, stay, sup, pace or pays, loose or lose.

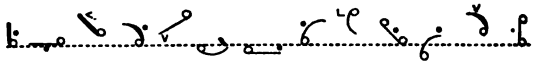
A vowel can not be read before an initial circle or after a final circle. If a word begins or ends with the sound of *s* the circle may be used, but if it begins or ends with a vowel the stem must be used; as, seem, assume; race, racy.

How to Make the S-Circle.—In making the s-circle at the beginning of a stem, the first motion of the pen should be in the direction of the stem to which the circle is attached; in making the final circle the last motion of the pen should be in the direction of the stem. Avoid curving straight stems to which circles are attached.

Practice the following:



READING EXERCISE.

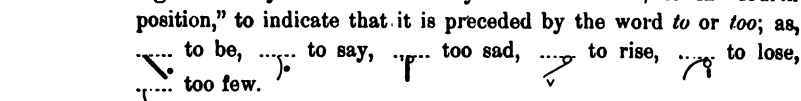


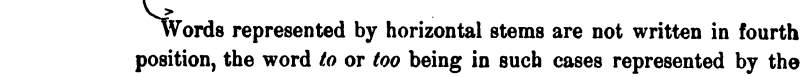
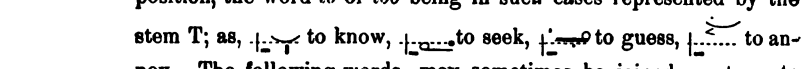
WRITING EXERCISE.

eats	toys	nice	said	safe
hours	knows	adds	seed	seeds
base	arouse	guess	those	shoes

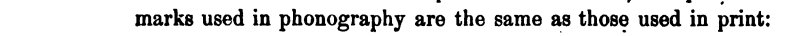
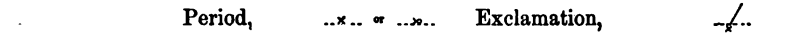
Word-signs.—Many common words are represented by abbreviated outlines called *word-signs*. A word-sign usually contains some prominent element or elements of the word which it represents, and is, as a rule, placed in the position of the accented vowel. The same sign is sometimes used for two or more words, usually different parts of speech, which are readily distinguished by the connection in which they are used in a sentence.

WORD-SIGNS.	ELEMENTS AND POSITIONS.
as, has	S-circle in the first position.
is, his	S-circle in the third position.
an, and	Light dot in the first position.
a	Light dot in the second position.
the	Light dot in the third position.

Fourth Position.—A word represented by an upright or slanting stem may be written wholly below the line, or in "fourth position," to indicate that it is preceded by the word *to* or *too*; as,  to be, to say, too sad, to rise, to lose, too few.

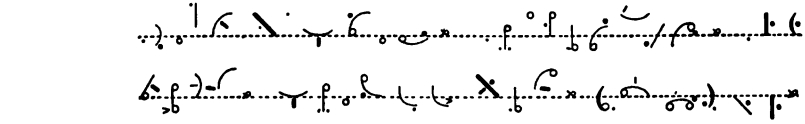
Words represented by horizontal stems are not written in fourth position, the word *to* or *too* being in such cases represented by the stem T; as,  to know, to seek, to guess, to annoy. The following words may sometimes be joined;  to me, too soon, to seem.

Punctuation Marks.—Except as shown below, the punctuation marks used in phonography are the same as those used in print:

Period,		Exclamation,	
Interrogation,		Dash,	
Parentheses,		Quotations,	
Hyphen,		Paragraph,	

In rapid writing it is not possible to insert many punctuation marks. A period may be indicated by leaving a space of about an inch.

READING EXERCISE.



WRITING EXERCISE.

My safe has no key.
The case has two sides.
This sum is due in May.
They show some office sales each day.

LESSON VIII.

JOINING CONSONANT STEMS.

When the consonant outline of a word consists of two or more stems, they are joined one after the other until the outline is completed, and the vowels are then inserted.

Position of Outlines Consisting of More Than One Stem.—The first upright or slanting stem of a consonant outline is written in the position of the accented vowel. If an outline consists entirely of horizontal stems, the first stem is written in the position of the accented vowel, and the other stems follow.

The following illustrates the position of outlines containing more than one stem:

First position. untie outgo acme

Second position. Aetna unto sunk

Third position. induce Sidney ink

Fourth position. to imbue to subdue to ask

Vowels and Diphthongs between Stems.—Vowels and diphthongs occurring between stems are written in accordance with the following rules:

All first-position vowels and diphthongs and heavy second-position vowels ($\bar{a}$ and $\bar{o}$) are placed with the stem which precedes; as, pack, calm, dime, make, joke.

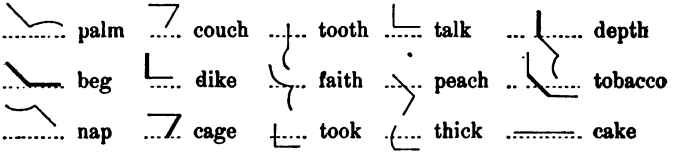
All light second-position vowels and all third-position vowels and diphthongs are placed with the stem which follows; as, peck, cup, team, fume, tube.

When two vowels or a vowel and a diphthong occur together between two stems, the first is written with the preceding stem and

the second with the following stem; as, poem, Niobe.

EXERCISE.

Write and insert the vowels in the following words:



R and L Joined Initially to Other Stems.—When R or L is the first stem in an outline consisting of two or more stems the following rules generally govern the direction in which the first stem is written:

If *r* is the first sound in a word, the upward R is used; as, reap, rake. When upward R is followed by another stem it may be written more nearly upright than when standing alone, and will not conflict with CH, which is always written downward.

If *r* is preceded by a vowel, the downward R is used; as, ark, herb, arena.

If *l* is the first sound in a word, the upward L is used; as, latch, loaf.

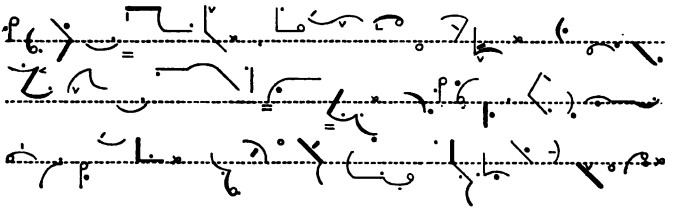
(More specific rules for the use of upward and downward R and L will be found in Lessons XX., XXI., and XXII.)

Phrasing.—Two or more words are sometimes joined, and the outline thus formed is called a *phrase*. The first word of a phrase, if it contains a stem, is written in the position it would occupy if standing alone; as, at this, they may be, this day.

WRITING EXERCISE.

coach	tape	cap	beach	moving
big	pick	cheap	dumb	escape
fume	theme	bake	orb	Topeka
veto	nook	ship	ripe	enjoying

READING EXERCISE.



LESSON IX.

THE S-CIRCLE BETWEEN STEMS.

The following rules are to be observed in writing the s-circle between stems:

Between straight stems with no angle at their junction the circle is written on the same side as when attached to a single stem; as, outside, cask, decide, tacit.

Between straight stems with an angle at their junction the circle is written on the outside of the angle; as, desk, risk, task, dispose, expose.

Between a curved and a straight stem the circle is written inside the curved stem; as, design, dismay, music.

Between two curved stems the circle is generally written inside the first; as, losing, amusing. In a few words, however, curved stems are so joined that the circle, if written inside the first stem, would prevent the joining of the second. Such words are therefore written with the circle inside the second stem; as, facility, misuse.

Order of Reading.—If an outline begins with an s-circle, read the circle first, then any vowel or vowels that precede the stem, next

the stem, then the vowel or vowels that follow the stem, and lastly the s-circle, should one follow; then proceed to the next stem and read in like order. If an outline ends with an s-circle the circle must be read last. A vowel can not follow a final s-circle.

"Now," and "New" or "Knew."—There are many words of which N is the only stem, and it is necessary to provide specially distinctive word-signs for *now*, and *new* or *knew*.

Now is made by writing N in the first position and attaching the first part of the diphthong *ow* to the end of the stem; thus, ... now.

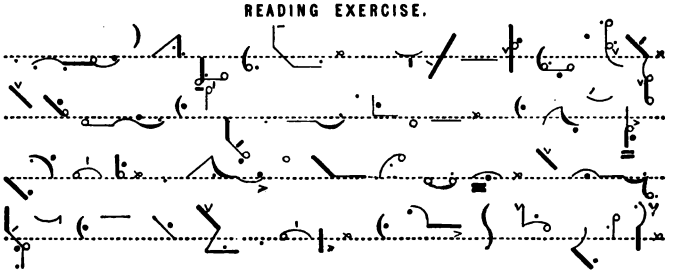
New or *knew* is made by writing N in the third position and attaching to the end the lower part of the diphthong *ew;* thus, ... new, knew.

WORD-SIGNS.

..... that	..... shall	..... can
..... them	..... should	..... come
..... was	..... now	..... could, kingdom
..... these	..... new, knew	..... become

The s-circle may be added to word-signs to form plurals and possessives of nouns, and the third person singular of verbs; as, ... kingdom, ... kingdoms, kingdom's; ..... come, ... comes.

READING EXERCISE.



Words connected by hyphens in the writing exercises should be "phrased," or written together. Words written in the fourth position, such as to see, too low, are regarded as phrases.

WRITING EXERCISE.

My pass came some-days-ago.
They seem to-be ready now to-take-up this-case.
The kingdom should enjoy peace if-these laws pass.
If-those packages come today lay them on-my desk.
Since buying my new house they-may decide to-move into it.
A dispatch came announcing that-they took passage to-Cuba.

LESSON X.

HALF-LENGTHS.

A stem may be made half-length to indicate that the sound of *t* or *d* follows; as, made, packed, dodged, left.

An s-circle at the end of a half-length is read after the *t* or *d* which is added by halving; as, acts, notes, admits.

A vowel can not follow a final half-length. When a word ends with a vowel, or with a vowel followed by *s*, the stem T or D must be used; as, meadow, lofty, lettuce, notice.

Positions of Half-Lengths.—An upright or slanting half-length stem occupies the position of the lower half of the full-length. A horizontal half-length occupies the same position as a full-length.

First position.	tight	yacht	might	invite
Second position.	bait	vote	gate	kept
Third position.	cheat	boot	neat	footing

Rules Governing Use of Half-Lengths.—A half-length stem is never joined to a full-length stem unless the two form an angle or are connected by a circle or other means of indicating where the junction occurs. Where the junction is not clearly indicated the stem T or D must be used; as, looked, cooked, vacate. Where two stems curve in opposite directions, however, one may be halved; as, named.

Although there is no angle formed by the joining of the stems M and P, as in the word map, half-length P or B may be written after the stem M by forcing an angle, or accentuating the point of junction; thus, mapped, imbed.

L and upward R when beginning words are usually halved if followed by the sound of *t*, but when followed by the sound of *d* the stem D is generally used. This gives different forms to many words which would otherwise have the same outlines; as, let, led; wrote, rode; root, rood. *Sold* is written .

In forming words with half-lengths, no attempt is made to follow the syllabication of the ordinary print. For example, the word *optic* is written opt-ic, instead of op-tic; *detach* is written det-ach, instead of de-tach; *potato* is written pot-ato, instead of po-ta-to. A word ending with *-ted* or *-ded* is usually so divided as to halve the final stem, even though the word from which it is derived ends with a half-length; as, indicate, indicated; accept, accepted; act, acted.

Half-Lengths in Phrasing.—Words of frequent occurrence which are expressed in shorthand by a simple stem may be halved to add *the, it* or *to;* as, in the, to the, if the, on it. The practice of halving to add *to* is limited to a few common phrases; as, ought to be. *Its* or *it is* may be added by halving the stem

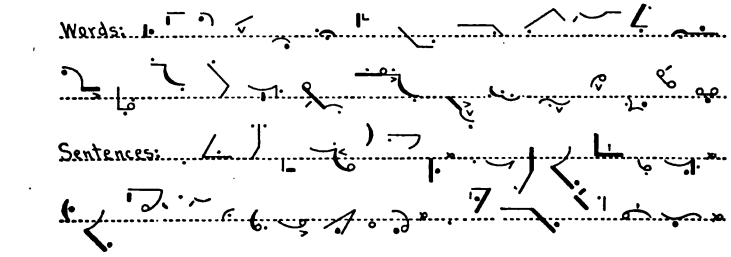
and adding the s-circle; as, that its, in its, if it is, though it is.

When *that* follows another word in a phrase, it is made half-length to avoid conflict with *they* or *them;* as, on that, on them; as that, as they; by that, by them.

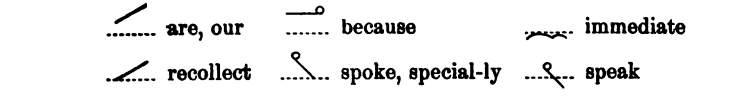
Fourth Position is not Used with Half-Lengths, or with words whose first upright or slanting stem is a half-length. In such cases the word *to* or *too* is represented by the stem T; as, to note, to indict, to meet, to let, to meditate.

Variability of the First Position.—A first-position horizontal stem beginning a phrase may be raised or lowered half the length of the stem T to allow the second stem to retain its position; as, on this, can be, on the back.

READING EXERCISE.



WORD-SIGNS.



When a word is divided by a hyphen in the lists of word-signs accompanying these lessons, the sign may represent either the entire word or the portion preceding the hyphen. Thus, the word-sign in the list above may indicate either *spoke*, *special*, or *specially*.

-WRITING EXERCISE.

Our road is making low rates to-the South.

They expect to-locate in-this immediate vicinity.

They recollect leaving both deeds lying on-the desk in-the office.

The lots are specially adapted to-this use because-they abut on-the alley.

They spoke about buying some lots on-the East Side if-they can get them.

They speak in-this message about leaving on-the boat today, reaching Chicago Sunday.

LESSON XI.

BRIEF CONSONANTS.

Breves are small signs used either as duplicate signs for consonants or to represent words. They consist of dashes written at different angles, and of small semicircles opening in different directions. They are made one-fourth the length of a consonant stem.

-Oid.—For convenience in oral instruction, names have been given to these breve signs. The termination *-oid*, from the Greek, signifies a likeness or similarity. When joined to the name of a consonant stem it signifies a dash or semicircle written in the direction of such stem and possessing its characteristics. Thus, the sign is given the name "Boid" because it is like B; is called "Moid" because it is like M. The following is a list of the principal breves with their names:

Poid	Boid	Toid	Doid
Choid	Joid	Roid	Koid
Moid	Noid	Thoid	Soid

Breves for W, Y, and H.—The consonants W, Y, and H, in addition to the stems, are represented by breve signs, which may be

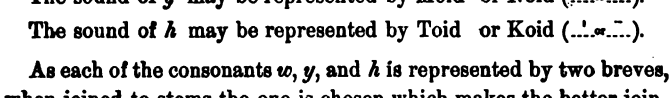
used in any part of an outline to secure briefer forms or better joinings.

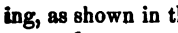
The sound of *w* may be represented by Thoid or Soid ( ).

The sound of *y* may be represented by Moid or Noid ( ).

The sound of *h* may be represented by Toid or Koid ().

As each of the consonants *w*, *y*, and *h* is represented by two breves, when joined to stems the one is chosen which makes the better joining, as shown in the following words:



The breve-h is written upward before the stems N and NG, and sometimes before K and G; as, honey, hang, tomahawk,  mahogany.

W Followed by T or D.—Words of one syllable consisting of the consonants *w* and *t* are represented by the stem W made half-length; but if the final sound is *d* the breve-w and the stem D are used. This makes a distinction between words which would otherwise have the same outline; as, wait, weighed; wit, weed.

Breve-w for "-way" and "Away."—The breve-w may be joined finally to add the syllable *-way;* as, pathway, hatchway, roadway. The same breve may occasionally be used for the word *away;* as, put away, take away.

Breve-y Used as a Vowel.—Breve-y is sometimes used to represent the vowel *u* when it forms a distinct syllable; as, Utica, unique, insinuate. occupied.

Initial Wh-.—The sound of *h* preceding *w* in such words as *white* and *wheat* may be represented by breve-h; as, ... white, ... wheat, ... whisk, ... whiff. In some words the sound of *h* before *w* is omitted; as, ... why. In printed words the *w* is placed first, but the aspirate *h* is sounded first and is so represented in phonography.

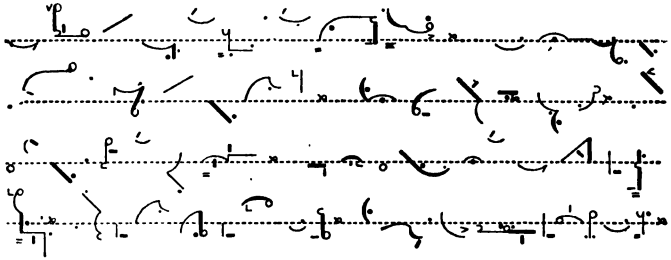
An s-circle may sometimes be joined to breve-w; as, ... swift, ... byways.

WORD-SIGNS.

..... had, dollar ..... did ..... plaintiff

..... defendant ..... part ..... opportunity

READING EXERCISE.



WRITING EXERCISE.

The highways had thick hedges on-both-sides.
They took this opportunity to-visit Winnebago.
Much wheat is shipped to Mexico by-this route.
A dollar a day is deemed good wages in-that-city.
Six coaches occupied a switch by-the depot all night.
If-each did his part all might be ready to-leave today.
The judge has read evidence signed by-the defendant.
The defendant admits that-the wheat was shipped by-the plaintiff on-the-date named.

LESSON XII.

BREVE WORD-SIGNS.

In addition to their use as duplicate signs for consonant sounds, breves are used as word-signs, as shown in the following list:

or	how	Toid or Koid		with	Thoid
or	he	Toid or Koid		I	Roid
or	him	Doid or Koid		of	Roid
or	you	Noid or Moid		have	Joid
	what	Soid		owe, oh, O	Joid
or	would	Soid or Thoid		who, whom	Joid
	without	Thoid		as, has	Iss
	when	Thoid		is, his	Iss

How when used as a final syllable is represented by the stem H; as, somehow.

He when standing alone is represented by Toid, and in phrases by either Toid or Koid.

Him when standing alone is represented by Doid, and in phrases by either Doid or Koid.

You when standing alone is generally represented by Noid in the third position, but Moid may be used if preferred.

Your when standing alone is represented by the stem Y in the third position to distinguish from *you*. *Your* in phrases is represented by the stem Y, or by Moid or Noid. *To you* and *to your* are both represented by the stem Y in the fourth position; thus, to you, to your.

Yours is written

Would when standing alone is represented by Soid in the third position, and in phrases by either Soid or Thoid.

I when standing alone is written upward, and in phrases either upward or downward.

Of when standing alone is written upward, and in phrases either upward or downward.

Have when standing alone is written downward, and in phrases either upward or downward.

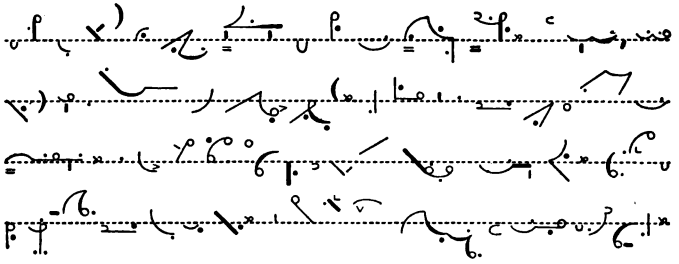
Owes is written

Who and *whom* are generally represented by the breve, but occasionally where the meaning of the sentence makes it necessary to distinguish between them the word *whom* may be written

Whose is written

Enlarging Semicircular Breves.—The word *would* may be added to the breve-sign for *you* by enlarging and slightly elongating it; thus, you would.

The words *you* and *your* may be similarly added to any word represented by Thoid or Soid; as, without you-r, when you-r, with you-r, what you-r, would you-r.



WRITING EXERCISE.

Though-they owe this-tax they refuse to-pay it.
Yours with copies of deeds and notes is received.
I sold both lots and invested all-the money in Utah.
Your wages this week are to-be paid to-you by-check.

What books would-you advise us to-take on-the voyage?
Would notice left at-the office today reach Sandusky Tuesday?
His message does-not say how or when oats are to-be shipped.
Have all checks and cash ready to-take to-the bank when-you leave, if-it-is-not too-late to-make deposit.

LESSON XIII.

BREVES JOINED TO BREVES.

Breve Word-Signs Used Only in Phrasing.—The following breves are used as word-signs only when joined in phrases:

we	Thoid or Soid	Written		when standing alone.		
an, and	Poid	"		"	"	"
a	Poid	"		"	"	"
the	Roid or Choid	"		"	"	"
your	Noid or Moid	"		"	"	"

The breve for *a*, *an*, or *and* is generally written downward, but may be written upward when it joins more conveniently.

Two forms are given for *your* and for *we*, and the one should be chosen which makes the better joining.

Breve Word-Signs Joined.—When two or more breve word-signs are joined in a phrase, the first breve retains its position.

The following is a list of the more common phrases consisting of breves. It will be noticed that the same form is sometimes given for two or more phrases. These will not conflict in use, as the meaning of the sentence will always indicate which is intended. It is not necessary to memorize the phrases in the list. If the breve word-signs given in Lesson XII. and the breve word-signs used only in phrases, given above, have been thoroughly learned, the student should be able to form the phrases without reference to the list.

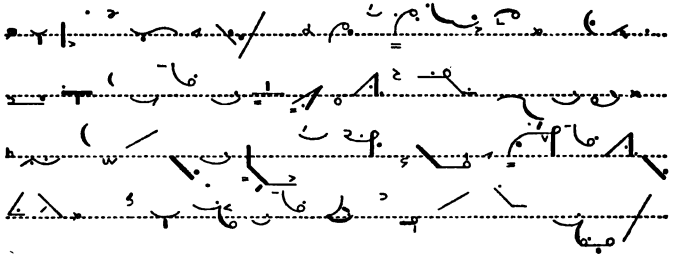
.... and a-n
.... and as
.... and as a-n
.... and as he
.... and has
.... and has a-n
.... and has he
.... and have
.... and have a-n
.... and have the
.... and his
.... and I
.... and is
.... and is a-n
.... and is he
.... and of
.... and of a-n
.... and of the
.... and the
.... and when
.... and when you-r
.... and who
.... and without
.... and without his
.... and without the

.... and without you-r
.... and you-r
.... as a-n
.... as he
.... as I
.... have a-n
... have I
... have the
.... have we
.... have you-r
.... has a-n
.... has he
.... he has
.... he has a-n
.... he has the
.... he is
.... he is a-n
.... he is the
.... how a-n
.... how has
.... how has a-n
.... how has the
.... how I
.... how the
.... how you-r

.... I would
.... is a-n
.... of a-n
.... of him
.... of his
.... of the
.... of what
.... of whom
.... of you-r
.... owe a-n
.... owe him
.... owe the
.... owe you-r
.... what a-n
.... what he
.... what is
.... what is a-n
.... what is the
.... what is your
.... what would
.... what would a
.... when a-n
.... when he
.... when his
.... when is

when is a-n	with a-n	without the
when is your	with him	without whom
who has	with his	would a-n
who has a-n	with the	would he
who has the	with whom	would the
who is	without a-n	would we
who is a-n	without him	you a-n-d
who is the	without his	you and I

READING EXERCISE.



WRITING EXERCISE.

What-would-a load of wheat like-this weigh?

Have-you-the names and ages of-the heirs at-law?

Let me know when-the goods are checked with-the invoice.

The evidence showed how-the deed was intended to-be executed.

He-is satisfied with-the receipts of-the business up to-this-date.

What-is-the date of-the lease, and-have-you noted it on-the books?

A notice was posted today showing when-the bids are to-be submitted.

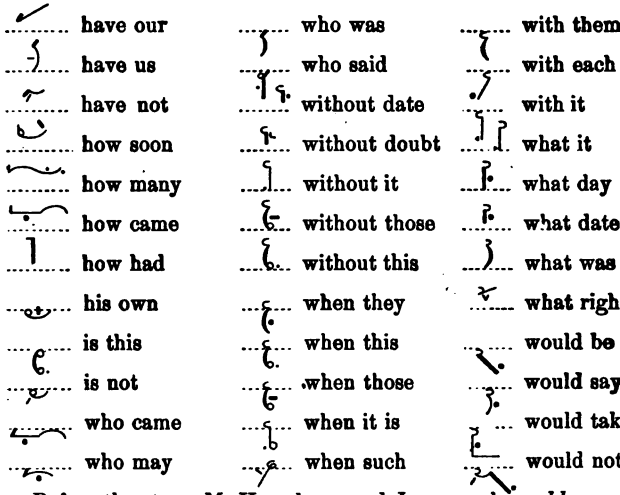
Would-he sell his house without-the lot on-the east, and if-so how-would-he expect to-receive his money?

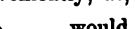
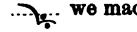
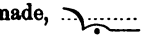
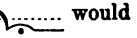
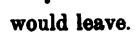
LESSON XIV.

BREVES RETAINING POSITION WHEN JOINED INITIALLY TO STEMS.

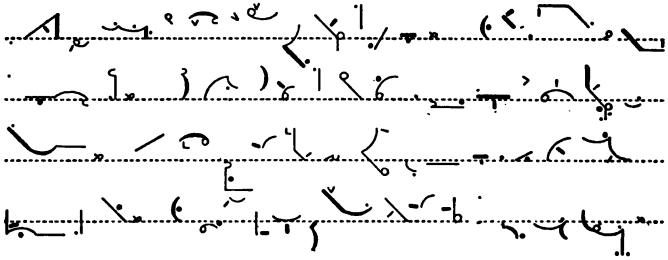
Part of the breve word-signs when joined initially to stems must be kept in the position assigned to them, and part of them may be taken out of their regular position when joined initially to stems, thus leaving the word represented by the stem in its own position.

The breve word-signs which retain their position when joined initially to stems are *have*, *how*, *his*, *is*, *who*, *without*, *when*, *with*, *what*, and *would*, as shown in the following phrases:



Before the stems M, H and upward L, *we* and *would* are represented by the stem W in the third position, because the breve-w does not join conveniently; as, we look,  we may  we made,  would make,  would like,  would leave.

READING EXERCISE.



WRITING EXERCISE.

Is-this lease ready to-be signed?

How-soon are these goods to-be shipped?

Let me know when-they decide to-receive bids.

With-such incentives they ought to-make good headway.

Have-our baggage ready and take-it to-the depot with-you.

The receipt showed how-much was city tax and how-much fees.

When-such sales are made without notice the law deems them void.

They would-like to know how-many boats are to-be in this week, and on what-days they-may-be expected.

LESSON XV.

BREVES LOSING POSITION WHEN JOINED INITIALLY TO STEMS.

The breve word-signs which lose their position when joined initially to stems are *a*, *an*, *and*, *as*, *has*, *he*, *I*, *of*, *we*, *you*, and *your*.

The breve-sign for *he* is written upward before N; as, he knows.

The breve-sign for *I* is written upward before K and G; as, I can, I keep, I guess, I came.

The breve-sign for *the* is never used initially.

The following list of phrases illustrates the use of breves which lose their position when joined initially to stems:

a lease	he can	we could
a receipt	he could	we shall
and am	he needs	we need
and said	I am	you might
and leave	I expect	you leave
as if	I need	your notice
as good	of such	your recent
has become	of some	your note

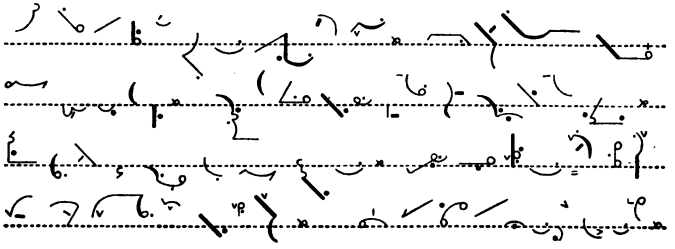
We is represented by the stem W in the following phrases: we can, we would, we wish. *He* is represented by the stem H in the phrase he was, to distinguish from I was.

The breve for *a*, *am*, or *and* is not joined initially to the stems P, B, T, D, K, G, F, V, S, Z, SH, ZH, N, NG, W, and downward R.

As duplicate breves are provided for *you* and *we*, the one should be chosen which makes the better joining.

Two Breves Joined Initially to Stems.—When two breves are joined initially to a stem the first breve is put in its own position; as, I would say, as I knew, would we not.

READING EXERCISE.



WRITING EXERCISE.

I-notice the invoice shows both items.

They bought as-many tickets as-they needed.

Our business house in Memphis has-had no notice of-the sale.

You-should sign your-name to-the deed and take-it to-the bank.

I-wish to-be notified when-the case is reached on-the docket.

The message received an-immediate reading in-both house and senate.

If-the oats are as-good as-those you-showed us we-can use all you-raise.

He-said he-should-be notified each-week of-the sales made and-money paid out.

LESSON XVI.

BREVES JOINED MEDIALLY AND FINALLY TO STEMS.

The breve and circle word-signs, with the exception of *have*, *owe*, *without*, *when* and *with*, may be used after a stem word, or between two stem words, the first word retaining its position, as shown below:

in as good

that an

some of those

 same as

knows an

many of the

that has

 many and

instead of

it has become

takes the

date of your

it is a

 lose the

 those who can

if his

it is the way

by whom

 in his own

if I may

on whom

in a

that I am

 in how many

by a

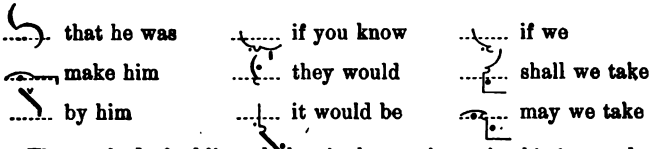
may I

on how many

like a

 did I not

if he can



The method of adding *the* by the breve shown in this lesson does not take the place of the half-length taught in Lesson X. *The* is added to words consisting of a full-length stem without final circle by making the stem half-length; as, ... on the, ... by the. But where the word consists of a half-length stem or ends with a circle, the breve should be used; as, ... knows the, ... lays the, ... need the, ... made the.

What is never used medially, but may be joined finally in the following phrases: ..... at what, ... to what, ... of what, ... with what. In the phrase *with what*, *what* is represented by Thoid, as Soid does not join conveniently with the breve for *with*.

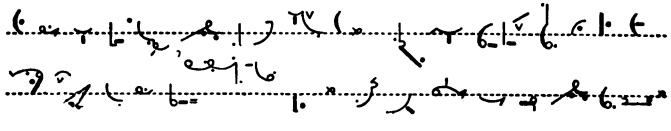
The breve for *you* may sometimes be made from right to left when it makes a more convenient joining; as, ... show you, ... should you.

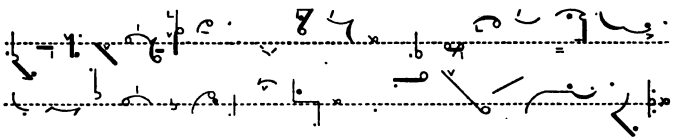
You may sometimes be written after a circle; as, ... since you, ... advise you.

The breve for *a*, *an*, or *and* is not joined finally to the stems F, V, W, and downward R.

Breves Not Written in Fourth Position.—A breve is never written alone in the fourth position. When a word represented by a breve is preceded by *to*, either the stem T is used with the breve in its own position, as, ... to owe, or the breve is joined to the stem T, as, ... to a, ... to him, ... to his, ... to whom, ... to what. *To the* is written ..... as shown in Lesson X.

READING EXERCISE.





WRITING EXERCISE.

I-shall now make some move to-buy-the-house.

I-expect to-be in South-Dakota about-the end of-May.

We-note what-you-say about rates in-yours-of recent-date.

I-recollect the judge let-the witness speak in-his-own tongue.

If-we knew to-whom the message was sent we-could look it up.

They spoke about making-a special design to-be-submitted soon.

He-does-not-know in-how-many-ways he-received aid in-his recent case.

If I-receive as-many copies as I-expect I-shall take some-of-them to-the office and-some to-the house.

LESSON XVII.

MODIFICATIONS OF THE S-CIRCLE.

There are three modifications of the s-circle; the large circle, the small loop, and the large loop. They are placed on the right-hand side of straight stems written downward, on the upper side of straight stems written to the right, and on the inside of curved stems. When used initially they must be read first; when used finally they must be read last. A vowel can not precede an initial circle or loop, or follow a final circle or loop.

The Large Circle.—Two sounds of *s* or *z* with a single vowel between, forming the syllables *ses*, *sez*, *zes*, *zez*, *cis*, *cise*, etc., are represented by a large circle, which may be used either initially, finally, or between stems; as, schism, uses, exist, emphasize.

Vowels within Large Circles.—It is usually unnecessary to indicate the vowel between the sounds represented by the large circle, but when desired it may be written within the circle. First-position vowels are placed near the top, second-position vowels and all diphthongs in the center, and third-position vowels near the bottom of the circle; as, season, possess, exhaust, decisive, suspect.

The Small Loop.—The sounds *st* and *zd* are represented by a small loop, which is made one-third the length of the stem; as, stock, list, honest, state, fast, excused, style.

The st-loop is not used where there is a distinct vowel between the sounds of *s* and *t;* in such cases the s-circle and stem T or D are used; as, visit, episode, faucet, reside.

The st-loop may be added after a half-length; as, latest, sweetest, modest, midst.

The Large Loop.—The final syllables *-ster*, *-stor*, and *-sture* are represented by a large loop, which is made two-thirds the length of the stem; as, poster, muster, investor, minister, visitor, semester, vesture, fixture.

The large loop is not used initially.

An s-circle may be added after the large circle or after either of the loops; as, possesses, masts, fosters.

WORD-SIGNS.

long first fact

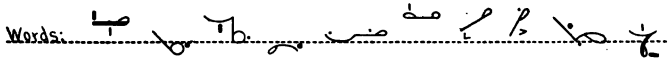
 among next subject

 thing will certificate

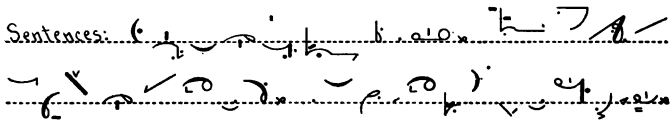
The stem sign for *first* is used only in phrases.

READING EXERCISE.

Words:



Sentences:



WRITING EXERCISE.

reduced	most	unjust	stakes	tempest
steel	teamster	cases	mosses	posts
masses	step	best	style	study

It-is manifest the exact fact was set out in-the certificate.

We-adopted-the best methods in-use among business houses.

We-must take steps to-pay all taxes by-the end-of-the week.

The method-of raising revenue is-a subject now much discussed.

Investors will receive certificates-of deposit the first of-next month.

LESSON XVIII.

MODIFICATIONS OF THE S-CIRCLE (continued).

Loops between Stems.—Either the small or the large loop may be used between stems where the following stem can be conveniently joined; as, justify, abstract, district, yesterday. In cases where the stem will not join after the small loop the circle may sometimes be used, the sound of *t* not being indicated in the outline; as, postoffice, testify, testimony, textbook.

Independent Loops.—In some words it is convenient to write the loop independent of the stem, slanting in the direction of the stem CH; as, institute, extensive, extract, footstep, restrictive.

The word *stated* is written with the independent st-loop and half-length T to distinguish it from the word *said;* thus, stated, said.

The final syllable *-sest* is represented by a small circle inside the loop, the circle being made first and the loop added by a continuous motion without lifting the pencil; as, nicest, wisest, choicest.

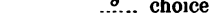
An st-loop may be added after an st-loop as follows: castest, fastest.

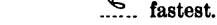
Circles between stems are sometimes elongated so as to look like loops, but when the outline is made with a continuous motion they are regarded as circles, in such words as receipt, jetsam, or in phrases like many such, it is received, because they.

WORD-SIGNS.

 gave, together give-n several

READING EXERCISE.





WRITING EXERCISE.

Good wheat is raised in-a restricted district.

We-now have-the nicest and fastest boat on-the lake.

The extract will give-an idea of-the style of-the book.

Investors have bought several of-our best paying leases.

They gave-him money enough to-pay postage and-registering fee.

The deed, together-with-the abstract, was given into my keeping.

This deed and abstract will-be left with-you and should-be sent to-Topeka if needed.

LESSON XIX.

USE OF LARGE CIRCLE AND SMALL AND LARGE LOOPS IN PHRASING.

Large Circle in Phrasing.—When two circle word-signs occur together they may be represented by the large circle written in the position of the first of such signs; as, as his, is as. The first of these signs may represent either *as his*, *as is*, *as has*, *has as*, or *has his*, and the second either *is as*, *is his*, or *his is*. The meaning of the sentence will determine which is intended.

If a word begins with a small circle the word *as* may be prefixed by enlarging the circle; as, as such, as soon.

If a word ends with a small circle, the word *as*, *has*, *is*, or *his* may be added by changing the small circle to a large circle; as, this is, since his, it is as, this has become.

Occasionally a word or phrase ending with a circle and a word beginning with a circle may be joined, the large circle being used instead of the two small circles; as, this subject, it is said.

Small Loop in Phrasing.—The circle word-signs, and occasionally a circle at the end of a word, may be changed to a loop to add *the*,

it, or *to;* as, as the, as it, as to, is the, is it, is to, that is to say, it is the best. As a rule, *the* is added after a final s-circle by the breve instead of the loop, it is the, suppose the. An s-circle may be used after the loop to add *is*, or to form the possessive *its*, being written inside the loop when standing alone, and added after the loop when joined to a stem; as, has its, because it is.

The phrase *this is the* is written

Large Loop in Phrasing.—The word *there* or *their*, or the words *they are*, may be added by changing a small circle to a large loop; as, has there, is there, because they are. An s-circle may be joined after the loop to add the word *is;* thus, as soon as there is, as long as there is.

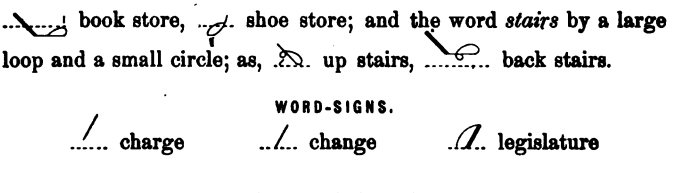
The phrase *this is their* is written

The word *store* is sometimes added to a stem by a large loop; as, book store, shoe store; and the word *stairs* by a large loop and a small circle; as, up stairs, back stairs.

WORD-SIGNS.

charge change legislature

READING EXERCISE.



The State taxes are due on-the first of-May.

This-is thought by-some to-be his best book.

This-is-the first of-the boat races this season.

The last legislature made some change in-this law.

As-soon-as-there-is business to-justify it we-shall move.

The special sale at-the book-store will-be on next Wednesday.

You-may take these notices up-stairs and-leave a copy in-each office.

It-is-said that-this-subject is-to-be discussed at-the debate next Tuesday night.

LESSON XX.

STEMS WRITTEN UPWARD AND DOWNWARD—INITIAL R, L, AND SH.

Partial rules for the use of the upward and downward R and L used initially were given in Lessons V. and VIII.

GENERAL RULES.

R or L the First Sound.—When R or L is the first sound in a word the stem is written upward; as, ray, rock, rub, rising, lame, lake, leave, writing.

R or L Preceded by a Vowel.—When R or L is preceded by a vowel the stem is written downward; as, or, argue, herb, irrigate, alum, along, alike.

When L Is the Only Stem in a word it is always written upward; as, slay, ails.

EXCEPTIONS.

There are certain exceptions to the preceding rules which are necessary to secure better angles in the joining of stems. If the

stem R or L when written according to the preceding rules does not form a good joining with the stem which follows, it is necessary to write the stem in the other direction for the sake of securing an angle. The following are the exceptions to the rules given above:

When the stem R is followed by M or H it is always written downward, whether a vowel precedes or not; as, Rome, arm, rehash, room, remit, armada, aroma.

When the stem R is followed by T, D, CH, J, TH, DH, F, or V, the upward R is always used, whether a vowel precedes or not; as, irritate, erode, arch, reach, originate, earth, wrath, aerify, Irving, reviews.

When L is followed by any stem written downward (P, B, T, D, CH, J, F, V, TH, DH, S, Z, SH, ZH, R, or W) the upward L is used, whether a vowel precedes or not; as, elapse, lapse, elbow, elate, eldest, lady, elegy, although, olive, lathe, also, Elisha, lower, always.

L when followed by *mp* or *mb* is written downward, in such words as lump, limp, limbo.

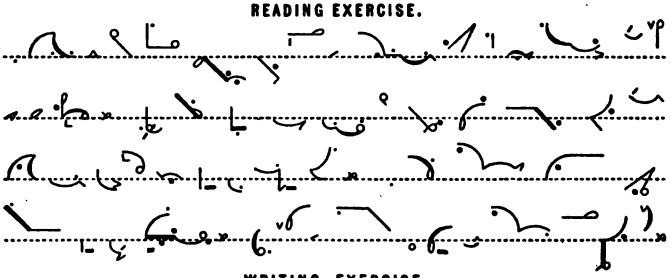
Initial SH Sometimes Written Upward.—Initial SH is written downward before all stems except TH, DH, T, D, and upward L, whether a vowel precedes or not; as, Ashby, Cheyenne, shave, ashamed. Before TH and DH the stem SH is always written upward; as, sheath, sheathing. Before T, D, and upward L the upward SH is used if a vowel follows each stem; as, shadow, shady, chateau, shallow.

If, however, a vowel precedes SH, or if no vowel follows the final stem, the downward SH is used; as, Ashley, shade.

WORD-SIGNS.

 beyond yet, young year, your

READING EXERCISE.



WRITING EXERCISE.

Yours of-recent-date is just-received.

The lowest limbs of-the elms are beyond our reach.

The young oaks set out last year have-not yet budded.

Notice is given that-the banks of earth are to-be removed.

We-wish to-urge all whose business is allied to-ours to meet us.

A shady avenue, shaped like-an arch, leads up to-the chateau.

The Illinois legislature passed a-law last year removing-the Institute to-this-city.

Give the reason for the upward or downward R, L, or SH in each of the following words:

arid urge repose orthodox

 irrigated olives rhyme elk

elude shoddy ailing almighty

roused lack sole leaf

alley alibi lamb lamp

LESSON XXI.

STEMS WRITTEN UPWARD AND DOWNWARD—FINAL R, L, AND SH.

Final R, L, and SH are sometimes written upward and sometimes downward, according to the rules given below.

GENERAL RULES.

R, L, or SH the Final Stem, Not Followed by a Vowel.—When R, L, or SH is the last stem in a word and no vowel follows, it is written downward; as, bell, gales, power, expel, fear, jail, forced, bush, barred, cash, lash, billed.

R, L, or Sh the Final Stem, Followed by a Vowel.—When R, L, or SH is the final stem in a word and a vowel follows, it is written upward; as, furrows, below, tallest, tomorrow, bushy, militia, violate, merit, pilot.

In the preceding lesson it was stated that when L is the only stem in a word it is written upward. However, the h-breve when joined initially to L is treated as a stem, and if the sound of *l* is final the downward L is used; as, hall, hail, hill. If a vowel follows the upward L is used; as, holy, hilly, hollow, hello, holly.

An exception is made in the case of the words *whole* and *hole*, which are written

A diphthong may be joined initially to a downward L where the sound of *l* is final; as, oil, owl.

EXCEPTIONS.

The exceptions to the foregoing rules are formulated with a view to securing more legible and more easily written forms.

L after L is written upward; as, Lowell, loyal, lull, little.

R after R is written upward; as, rear, rare. This rule will cover all words ending with the syllables *-rior*, *-rier*, *-reer*, *-rer*, etc.; as, superior, inferior, terrier, furrier, career.

Customer is an exception to the first general rule in this lesson, and is written

L after half-length M or H is written upward; as, metal, hotel.

L after half-length N or NG is written downward; as, recently, succinctly.

SH after K, G, N, NG, and upward R is written downward, even though followed by a vowel; as, cautious, anxious, Russia, nausea.

SH after F or V is written upward, whether followed by a vowel or not; as, fish, fishy, lavish.

The plural of words ending with downward SH is formed by adding the s-circle, even though a distinct vowel is heard after SH; as, dish, dishes, rush, rushes.

Half-length R after the stems L, F, V, K, and G is written upward; as, veered, billiard, lowered, afford, scared, gored.

When the final stem SH is halved the direction must be chosen

which will form the better joining; as, officiate, fished, lavished, dashed.

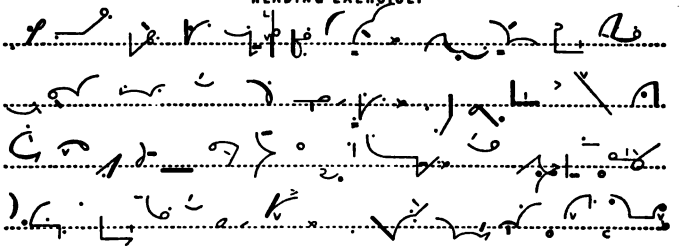
When an s-circle precedes a final R or L, the stem may be written downward although a vowel follows, or upward although no vowel follows, if a better joining can thus be effected; as, nicely, obviously, answer, successor, dismissal.

The word *small* is written with the upward L, in order that its derivatives may be written without changing from the form of the primitive; as, small, smaller, smallest.

WORD-SIGNS.

represent representative republic-sh

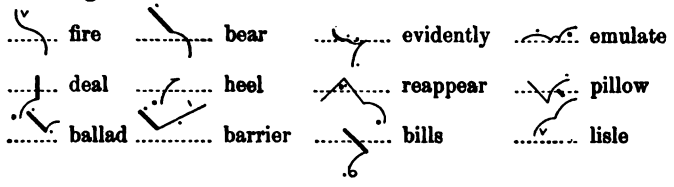
READING EXERCISE.



WRITING EXERCISE.

The new road follows-the valley of-the Missouri.
Keep copies of-your answer in-the Merrow case.
The weight of-the tower rests on four lofty arches.
The republic of Mexico has representatives in Russia.
This book represents city life early in-the last century.
We-must republish the notice-of appeal to-make-it valid.
The shape of-the shadow shows the earth to-be-a sphere.
The career of-the house until recently was most successful.

Give the reasons for every upward and downward R or L in the following words:



LESSON XXII.

STEMS WRITTEN UPWARD AND DOWNWARD—MEDIAL R, L, AND SH.

In the middle of an outline the stems R, L, and SH may be written upward or downward, the direction being chosen which makes the best joining with the other stems. Careful study of outlines in which these upward and downward stems are used medially will assist in determining the forms for many words for which specific rules would be burdensome. The following rules, however, will cover a large proportion of outlines:

Derivatives from words ending with the stem L usually retain the direction which the L has in the outline of the original word; as, appeal, appealing; follow, following, follower; toil, toiling.

If the stem following L is written downward, however, the upward L is generally used; as, fill, filler.

Derivatives from words ending with upward R retain the direction of the R; as, marry, marriage, marrying; thorough, thoroughness; rare, rarity, rarefy.

Derivatives from words ending with the downward R usually change the direction of the R before the stem N or NG; as, appear, appearing; gear, gearing; tower, towering; bare, bareness. If F or V precedes the downward R, however, and a horizontal stem or the upward L follows, the downward R is usually retained; as, fear, fearing; fore, forego, forecast; fair, fairly.

Words Not Derivatives.—In the outlines of words not derived from other words, the downward R is used after F or V if followed by a horizontal stem; as, fork, farm. However, if the stem which precedes the R is not F or V, the upward R is used; as, park, derrick, corona.

When followed by a stem written downward, R is generally written upward; as, carriage, variety, territory, party, forth, mirth.

L used medially in words not derived from other words is generally written upward; as, bulk, delta, apology.

When the stem R with no following vowel occurs after the stem L, the L is written upward and the R downward; as, dealer, failure, molar.

SH used medially is written upward after T, D, F, or V; as, dashing, toy-shop, lavishing. After all other stems SH is generally written downward; as, pushing, cashing, unship, bishop, rushing, lashing.

R and L with Initial Circle or Loop.—When R is the only stem in a word with an initial circle or loop, such circle or loop is treated as a stem, and if the sound of *r* is final the downward R is used; as, sir, store, stair. If the sound of *r* is followed by a vowel, however, the upward R is used; as, story, series, Sarah.

When R is the first stem in a word, preceded by a circle or loop, it is written downward if followed by M, H, K, or G; as, circuit, stork, storm, ceremony, Syracuse. Before all other stems it is written upward; as, surpass, serenity, survive, surface, certain, surges, sordid.

When an initial circle or loop precedes L, the stem is written upward; as, silk, select, ceiling, slip, slave, solicitous, seller.

The word *solemn* and its derivatives are exceptions to the preceding rule, and are written with the downward L; as, solemn, solemnly, solemnity.

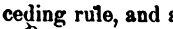
WORD-SIGNS.

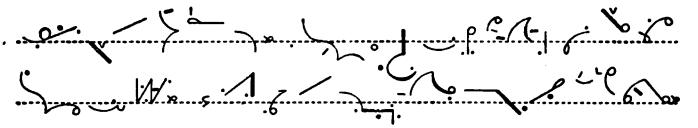
January November her

February December hear, here

September mortgage hope

READING EXERCISE.





WRITING EXERCISE.

We-hear-the vessel lost her mast in-a gale off-the west coast of South-America.

The house and-lot in-the vicinity of-the park is-to-be sold to-a party in-the East.

The notes-and mortgages falling due in January and February will-be-sent-you in-a few-days.

They spoke about borrowing-a small sum-of money and carrying on-the business until they can dispose-of-the stock.

LESSON XXIII.

SMALL FINAL HOOKS.

In order to shorten outlines certain sounds and combinations of sounds are represented by hooks. There are eight hooks on straight stems, one large and one small on each side at the beginning, and one large and one small on each side at the end. On curved stems there are four hooks, a large and a small hook at each end, always placed on the inside of the curve.

A small hook is made one-fourth the length of a stem, and should point slightly away from the stem.

The N-Hook.—A small final hook placed on the left-hand side of upright straight stems, on the lower side of straight stems written to the right, and on the inside of curved stems, represents the sound of *n*. It is read after the vowel which follows the stem; as, attain, join, gain, ran, fine, main, none.

The F-Hook.—A small final hook placed on the right-hand side of upright straight stems and on the upper side of straight stems written to the right represents the sound of *f* or *v*. It is read after the vowel which follows the stem; as, pave, achieve, cuff, reef.

The f-hook is not used on curved stems, except in phrases as explained on the following page.

Hooks Used Finally.—When *n*, *f*, or *v* is the last sound in a word, the hook should be used; as, rain, man, cough. When *n*, *f*, or *v* is the last consonant in a word, followed by a vowel, the stem is used instead of the hook; as, rainy, many, coffee. A vowel can not be read after a final hook.

Hooks Used Medially.—A stem may be added after a hook where it makes a good joining; as, tonnage, typhoid, divide, cover, manfully.

Occasionally the shape of a hook may be slightly modified to allow another stem to be joined; as, tenpin, panic, attaining, coughing.

Circle after the F-Hook.—A circle may be made inside the f-hook to add the sound of *s* or *z*. As the st-loop is never written within hooks, the s-circle when so used may be made in the form of a loop, to avoid increasing the size or changing the shape of the hook; as, caves, achieves, reefs, archives, tariffs, dives.

Circles and Loops after the N-Hook.—On straight stems, the small and large circles and the small and large loops may be added after the sound of *n* by changing the n-hook into such circle or loop; as, Dan, dance, dances, danced, again, against, pun, puns, punster, punsters, gun, guns, chances, Kansas.

These circles and loops will not conflict with the ordinary circles and loops, which are written on the opposite side of the stem when they do not include the sound of *n*.

On curved stems the s-circle is written inside the n-hook, both the hook and the circle being shown; as, evince, refines, nouns, once, moons.

Final Hooks on Half-Length Stems.—A stem with a final hook may be written half-length, and the sound of *t* or *d* is read after the hook; as, paved, raft, achieved, joined, gift, current, payment, authentic, country.

An s-circle may be added after a stem written half-length, and must be read last; as, rafts, tufts, points, finds, lands.

Hooks joined to half-length stems are made slightly smaller than those joined to full-length stems.

N- and F-Hooks in Phrasing.—The words *an*, *and*, *own*, *one*, and *than* may be added by the n-hook; as, off and on, at an, your own, some one, slower than.

The words *have* and *of* may be added to words formed of straight stems or straight breves by the f-hook; as, out of, much of, to have, could have, who have, I have.

The words *have* and *of* may be represented on curved stems by a large hook; as, may have, shall have, that have, they have, you have, we have, way of, know of, will have.

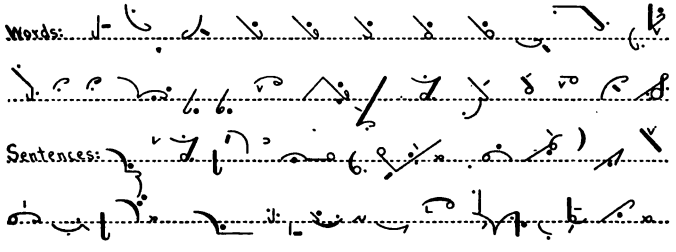
The word *not* may be added to words consisting of a single stem by adding the n-hook and making the stem half-length; as, can not, may not, shall not, had not, should not, ought not.

WORD-SIGNS.

opinion differ-ence-ent govern

refer-ence between governor

READING EXERCISE.



WRITING EXERCISE.

The laws that govern this force are little known.

The moon revolves around-the earth once in four weeks.

The governor has signed-the bonds remaining in-his hands.

I-have-used both methods and see no difference between-them.

No reference has-been made to-the main points of-the opinion.

We-can-not take-this amount out-of-the cash, and-will-have to-make-you-a check when we-have looked up-the items on-the bill.

LESSON XXIV.

LARGE FINAL HOOKS.

Large hooks are made slightly less than one-half the length of a stem. The distance from the stem to the end of the hook is also slightly less than one-half the length of a stem.

The Shun-Hook.—The syllables *-tion*, *-tian*, *-sion*, *-cian*, *-cion*, etc., are represented by a large final hook on the right-hand side of upright straight stems, on the upper side of straight stems written to the right, and on the inside of curved stems; as, occasion, option, fashion, motion, optician, suspicion, ration.

The Ter-Hook.—The syllables *-ter*, *-ther*, *-tor*, *-ture*, *-tar*, etc., are represented by a large final hook on the left-hand side of upright straight stems and on the lower side of straight stems written to the right; as, bitter, rather, debtor, rapture, nectar.

The ter-hook is not used on curved stems.

Shun- and Ter-Hooks Used Medially.—A stem may be added after the shun- or ter-hook; as, dictionary, national, auctioneer, gathering, cauterize, retribution.

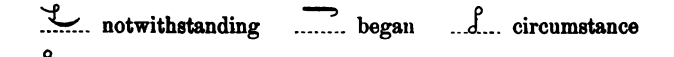
Circles after Large Final Hooks.—A circle may be made inside the large final hooks, and is always read last; as, elevations, examinations, fashions, petitions, chapters, writers.

Stems with large final hooks may be made half-length, and the sound of *t* or *d* is read after the hook; as, patient, cautioned, battered, patients, ancients.

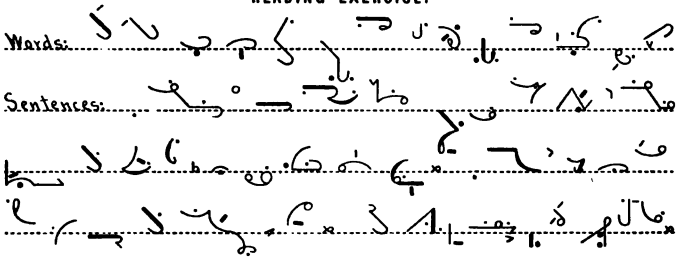
Shun- and Ter-Hooks in Phrasing.—The shun-hook may be used to add the word *ocean;* as, Atlantic ocean, Pacific ocean.

The ter-hook may be used to add *their*, *there*, *they are*, or *other;* as, by their, can there, hope they are, at other.

WORD-SIGNS.



READING EXERCISE.



WRITING EXERCISE.

His recollection of-the events is good.

The series of lectures began with one on Japan.

Additional specifications have recently been submitted.

The allegations of-the petition are admitted in-the answer.

Patient research has shown much of-the life of-the ancients.

Notwithstanding-the caution used, the circumstance is known to-many citizens here and at-other points in-the State.

The vessel was becalmed many-days at-a point in-the Atlantic-ocean midway between Saint-Helena and-the main land.

LESSON XXV.

DOUBLE-LENGTHS.

Curved stems may be made double-length to add the syllables *-ter*, *-der*, *-ther*, *-tor*, and *-ture*.

Positions of Double-Lengths.—First-position upright stems written downward when made double-length are commenced high enough to allow the bottom to touch the line. Fourth-position double-lengths are placed wholly below the line. In all other cases the stem is begun in the same place as if it were of the ordinary length. The following words illustrate positions:

First position. after order latter

Second position. feather motor letter

Third position. future neither litter

Fourth position. to order to Easter to alter

Doubling Stems with Final Hooks.—The syllables *-ter*, *-ther*, etc., may be added to curved stems ending with a final hook by doubling the length of the stem, the syllable thus indicated being read after the hook; as, wonder, lender, remainder, inventor.

The syllables *-ter*, *-ther*, etc., are added to straight single-length stems by the ter-hook; but if a straight stem ends with a small hook, the syllables *-ter*, *-ther*, etc., may be added by doubling the length of the stem, the syllable thus indicated being read after the hook; as, pointer, rafter, counterfeiter, rejoinder, counteract.

S-Circle after Double-Length Stems.—A circle may be added after a double-length stem, and is read last; as, elevators, rafters, encounters, defenders.

Double-Lengths in Phrasing.—The words *there*, *their*, *they are*, and *other* may be added to curved stems with or without final hooks, and to straight stems with final hooks, by doubling the length of the stem; as, ... in, ... in their; ..... if, ... if they are; ..... on, ... on other; ..... known, ... known their; ..... have been, ... have been there; ..... can have, ... can have their.

Another may be added to either curved or straight stems by the n-hook and doubling; as, ... by another, ... or another, ... if another, ... on another.

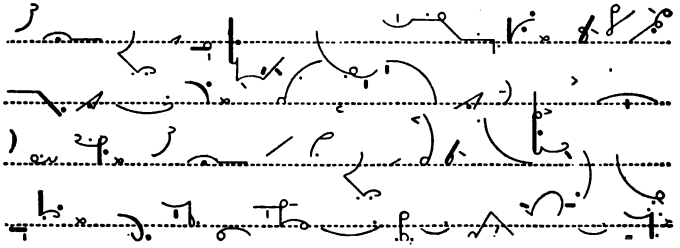
After may be added to straight stems by the f-hook and doubling; as, ... day after day, ... Wednesday afternoon, ... Saturday after next.

WORD-SIGNS.

..... understood ..... knowledge ..... satisfactory

..... similar ..... acknowledge ..... endeavor

READING EXERCISE.



WRITING EXERCISE.

Our new motor is-to-be run by water power.
We-acknowledge receipt-of-your letter with order.
The roof and-rafters of-the theater are badly burned.
As-to those matters we-have-no knowledge or opinion.
It-is-understood that-the stock shall remain-there until fall.
You-have-said nothing as-to-the nature-of-the suit against me.
The location of-the opposing forces renders an encounter certain.
We-shall endeavor week-after-next to-pay-the amount now due.
The severe winter weather made it seem unwise to-venture out on-the appointed evening.

LESSON XXVI.

VOWELS INDICATED BY CONSONANT OUTLINE.

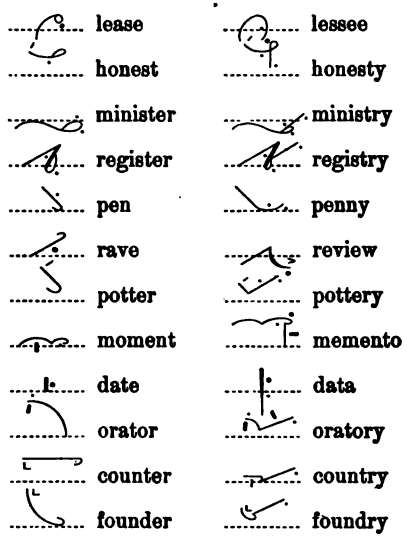
In actual stenographic work few vowels are inserted, and in forming words it is desirable to indicate by the consonant outline, when it can be done, whether vowels precede or follow stems.

Words Beginning with Vowels.—When a word begins with the sound of *s* the shorthand outline should begin with a circle or loop; but if a vowel precedes the sound of *s* the stem S is used, to indicate that the word begins with a vowel; as, sack, ask; spy; espy; state, estate; story, estuary.

When a word begins with the sound of *w* the breve-w is used if it makes a good joining with the following stem; but if a vowel precedes the sound of *w* the stem W is used; as, wake, awake; weary, aweary.

When a word begins with the sound of *z* the stem Z is used, even though no vowel precedes; as, zero, zealous, czar, zone.

Words Ending with Vowels.—Final circles, loops, and hooks, the sound of *t* or *d* added by halving, and the syllables *-ter*, *-der*, etc., added by doubling, are read after the vowel which follows the stem, if one follows. Therefore, if a word ends with a vowel, the consonant which precedes the vowel can not be represented by any of those methods, but must be represented by a stem of ordinary length, without final circle, loop, or hook. The list of words given below will show how the consonant outline of a word is changed when a final vowel is added. Study the words in pairs—"lease, lessee;" "honest, honesty," etc.—and note how in each instance the final consonant changes to a stem when a vowel follows.



Plural of Words Ending with Vowels.—The plural of a word which in the singular ends with a vowel is formed by adding the s-circle to the outline of the singular; as, money, moneys;

 agency, agencies; policy, policies; pastry, pastries.

Words Ending with "-ty."—The only exception to the rule given above for words ending with vowels is made in the case of a few words of three or more syllables ending with *-ty*, which are contracted by halving the final stem, although there is no place in the consonant outline where the final vowel can be written; as, utility, maturity, vitality, nationality, activity.

Concurrent Vowels.—When two vowels occur together, preceded and followed by a consonant, if one of the vowels is accented both consonants are represented by stems; as, science, pious, chaos, poetic.

Words Containing Two Sounds of S.—When a word contains two sounds of *s* and no other consonant, if it begins with a vowel the first *s* is represented by the stem and the second by the s-circle; as, essays, assess.

If a word begins with *s* and ends with *s*, the first *s* is represented by the stem and the second by the s-circle; as, says, sauce. But if a word begins with *s* and ends with a vowel, the first *s* is represented by the s-circle and the second by the stem; as, saucy. The words *size* and *seize* are exceptions, and are written with the initial s-circle and the stem Z; thus, size, seize.

WORD-SIGNS.

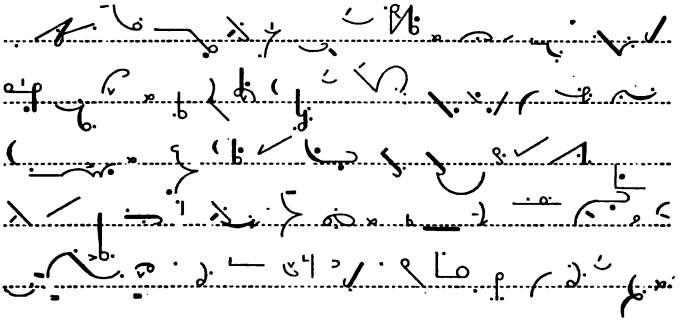
 before effect general-ly

 establish beneficial-ly especial-ly

In the following lessons most of the vowels may be omitted in practicing the exercises, but for a time the vowels and diphthongs

in accented syllables should be written. As the student becomes familiar with the outlines of words and with the principles of word-building, all words used frequently will be legible without vowels. New and unusual words should be fully vocalized. Experience will soon show the student what vowels may be omitted.

READING EXERCISE.



WRITING EXERCISE.

The policy has-had-a beneficial effect on-the-country.

A new survey will establish-the boundaries of-the estate.

The veto of-the mayor was sustained by-a vote of-the council.

A sanitary inspector boards each vessel before it reaches-the city.

We-desire to establish wide-awake agencies in-the States west of-the Missouri.

Many pieces of ancient pottery and tapestry are on exhibition in-the art room.

Reviews of especial excellence are expected to-appear in-this issue of "Science."

The executor of-the estate asked us to-assist him in making-the necessary inventory.

Several tons of zinc left in storage after-the shutting down of-the mine was seized by-the officers and sold to-pay-the various debts of-the firm.

LESSON XXVII.

R- AND L-HOOKS.

The R-Hook.—When the sound of *r* immediately follows another consonant and blends with it, *r* may be represented by a small initial hook on the left-hand side of upright straight stems, on the lower side of straight stems written to the right, and on the inside of curved stems. In reading an outline with an initial hook, read first any vowel which precedes the stem, next the stem, next the hook, and then any vowel which follows the stem; as, pray, draw, accrue, free, through, afraid, betray, greatly, fritter.

The r-hook may also be used when an indistinct vowel occurs between the sound represented by the stem and the sound of *r*, and such vowel may be omitted in writing the word in shorthand; as, offer, upper, banner.

The L-Hook.—When the sound of *l* immediately follows another consonant and blends with it, *l* may be represented by a small initial hook on the right-hand side of upright straight stems and on the upper side of straight stems written to the right; as, play, ably, addle, clear, globe, thickly, pearl, applied, planter, clatter.

On curved stems *l* is represented by a large initial hook; as, fly, only, flutter, fleet.

The l-hook may also be used when an indistinct vowel occurs between the sound represented by the stem and the sound of *l*, and such vowel may be omitted in writing the word in shorthand; as, label, eagle, lawful, evil.

When used medially the r- and l-hooks are sometimes modified in shape to allow the joining of other stems; as, decry, escrow, joker, regal, needle.

Occasionally two stems, the first ending with a hook and the second beginning with a hook, may be joined; as, mechanical, conical, ranger, round-trip.

The final syllables *-ingly* may be represented by the stem NG with the l-hook, when it joins conveniently with the preceding portion of the word; as, laughingly, seemingly, doubtingly. When, however, the l-hook can not be used on account of the joining, *-ingly* should be represented by the stem NG and the downward L; as, tauntingly, cunningly.

S-Circle before the L-Hook.—An s-circle may be written within the l-hook on either straight or curved stems when *s* is the initial sound; as, satchel, settle, sickle, splendors, civil, social.

Circles and Loops before the R-Hook.—An s-circle may be written within the r-hook on curved stems when the sound of *s* is initial; as, suffer, singer.

The sound of *s* may be represented initially before a straight stem in connection with the r-hook by closing the r-hook and making a circle of it; as, stray, scrape, sacrifice, suppressed. The small loop and the large circle may be similarly placed on the r-hook side to include the sound of *r*, and are read before the stem; as, stager, stagger, sister.

In the middle of an outline either the r-hook or the l-hook may be joined after the small circle; as, express, exclaim,

 misplace, display, chemistry, prosper. The form of both the circle and the hook between stems must sometimes be modified to allow the second stem to be written at the proper angle; as, explain, massacre, whisper.

If the angle between two straight stems is such that the r-hook can not be joined after the s-circle, the sound of *r* may be indicated by writing the circle on the right-hand side of the first stem and beginning the second stem at the top of the circle; as, disagree, discretion, jasper, listeners.

In writing the syllable *-scribe* the *r* may be omitted; as, subscribe, proscribe.

Phrasing.—The r-hook may be joined to a stem or to the breves for *how* and *who* to add *are*, *our*, or *or;* as, they are, we are, in our, in or to, on or about, on or before, two or three, who are, how are you.

The l-hook may be joined to a stem or to the breves for *I*, *of*, *he*, and *who* to add *all* or *will;* as, to all, on all, of all, they will, who will, I will.

In forming such phrases as *in response*, *in receipt*, etc., the syllable *re-* may sometimes be represented by the r-hook on the preceding stem; as, in response, in receipt.

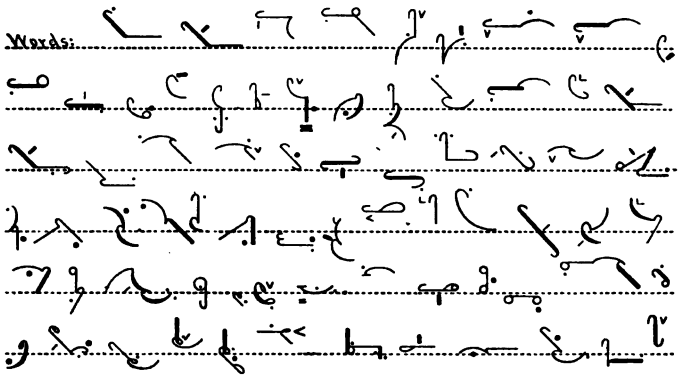
The phrase *in order* is written and the phrase *in reply* is written

WORD-SIGNS.

 practice practicable-y controversy

 principal-le practical-ly experience

READING EXERCISE.



WRITING EXERCISE.

In-response to-your invitation I-will speak at-the unveiling of-the monument.

The proposed plan is practicable and-will-be adopted by-all our agencies this spring.

The enemy threatens to plant its flag on-our batteries, and we-must strengthen our outposts.

If-all agree it-will-be-an easy matter to-draw-the papers and-have them signed on-the same day.

We-are making practical tests of-all-the samples submitted and shall select-the one proving most satisfactory.

The dikes are strong enough to-restrain-the stream if-the water does-not rise beyond-the point reached last spring.

He-has-had two-or-three years' experience in-the practice of law at Fremont, and-is-now opening-an office at-this-place.

The controversy has-been settled by payment of-the principal, and-the suit has-been dismissed at-the cost of-the defendant.

LESSON XXVIII.

INTERVENING VOWELS.

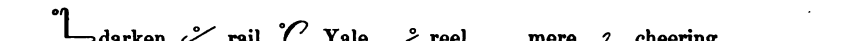
When a distinct vowel intervenes between the preceding consonant and the sound of *r* or *l*, the stem R or L is generally used instead of the hook; as, dare, poor, pail, kill.

The outlines of many words may be shortened by the use of initial hooks, even where a distinct vowel intervenes between the consonants represented by the stem and by the initial hook. To express this intervening vowel a special method of vocalization is provided.

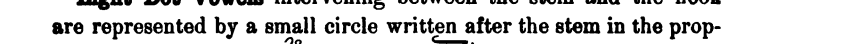
Dash Vowels intervening between the stem and the hook are represented by the ordinary signs, first-position vowels being written across and before the initial hook, second-position vowels across the middle of the stem, and third-position vowels across the stem near the end or beyond the end of the stem; as, college, normal, volume, journal, rolling, culture, sure, rule, schools, fullness, furthermore.

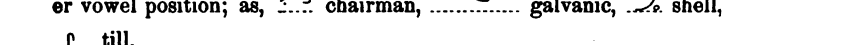
Diphthongs intervening between the stem and the hook are represented by the ordinary signs, first-position diphthongs being written across and before the initial hook, and the third-position diphthong across the stem near the end or beyond the end of the stem; as, wire, hire, asylum, empire, endure, figure.

Heavy Dot Vowels intervening between the stem and the hook are represented by a small circle placed before the stem in the proper vowel position; as, carbon, sharpen, marble,

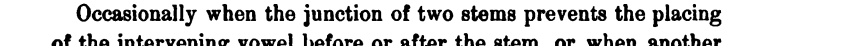

darken, rail, Yale, reel, mere, cheering, cheerful.

Light Dot Vowels intervening between the stem and the hook are represented by a small circle written after the stem in the proper vowel position; as,
chairman, galvanic, shell, till.

Occasionally when the junction of two stems prevents the placing of the intervening vowel before or after the stem, or when another vowel occupies the position assigned to the intervening vowel, the circle representing the vowel may be placed on the other side of the stem, since in either case it is read between the stem and the hook; as, 
engineer, pilgrim.

Intervening Vowels Used with Double-Lengths.—Occasionally when the final syllable of a word represented by a double-length is *-ture* or *-tire*, the diphthong may be written according to the rule for intervening vocalization given above; as, 
furniture, mature, jointure, entire.

When to Use the Hook and Intervening Vowel.—It is not practicable to give rules covering every case of the use of intervening vowels, but the following general rules will assist in determining their use in the majority of cases:

There are certain consonants which can not be followed immediately by the sound of *r* or *l*, a vowel always occurring after such consonants and before the sound of *r* or *l*. With such consonants the hook and intervening vowel may be freely used; as, 
telegram, value, shawl, more, war, wear, yolk, York, near, harmony, miles.

The hook and intervening vowel may generally be used initially in writing a word consisting of two or more syllables, provided the

outline thus formed contains at least two stems, unless better angles can be secured by the use of the stem R or L; as, delicate, direct, calamity, termination, versify, thermometer, paragraph, relish, morning, tolerable.

As the downward R does not form an angle when written after K or G, the sound of *r* after K or G is usually represented by the hook; as, cure, course, care, car, character, garment, occurs, court, regard, courage, colonel.

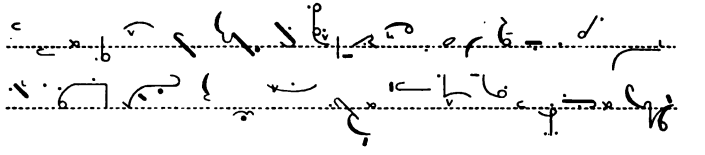
Hooks may be used in the middle of an outline to prevent its extending too far below the line, or to reduce the number of stems if the outline is long; as, impulsive, grumbling, departure, calculation.

WORD-SIGNS.

belong Dr. (doctor) deliver

 belief-ve during difficult-y

READING EXERCISE.



Write and insert the intervening vowels in the following words:

coal	tell	warn	Wilkins
shore	charm	valve	calcimine
warble	full	relic	director
column	call	shear	mark
work	learn	railway	durable

LESSON XXIX.

W- AND Y-HOOKS.

The W-Hook.—A large initial hook on the right-hand side of upright straight stems and on the upper side of straight stems written to the right represents the sound of *w*. The hook is read immediately after the stem; as, twine, quiet, quotation, equator, esquire, quarrel, quit, betwixt, twirl, equal, acquaintance.

The s-circle may be written within the w-hook; as, square, sequence, sequester.

The Y-Hook.—(Used only in phrasing to add *you* or *your*.) A large initial hook on the left-hand side of upright straight stems and

on the lower side of straight stems written to the right may be used to add *you* or *your;* as, can you tell, can you speak, did you have, did you call, had you been. This hook is used where the second stem will not join conveniently after the breve for *you.*

W-Hook on Upward L.—A large initial hook may be written on upward L to represent the sound of *w*, and is the only hook which is read before the stem to which it is attached. When an outline contains the w-hook on an upward L the sound of *w* is read first, then the vowel before the stem, and then the stem; as, well, wealth, welfare, weld, welded, wielded, Walter.

This hook will not conflict with the l-hook, which is rarely used on upward L.

The two methods of expressing *wl* (the stem W with the l-hook, and the w-hook on the upward L) make it possible to give different forms to many words which would otherwise have the same outline.

W-Hook in Phrasing.—The w-hook may be used to add the word *we* to words represented by straight stems; as, can we tell, could we have, are we sure, are we not. This hook is used where the second stem will not join conveniently after the breve for *we.*

Was may be added to words represented by straight stems by the w-hook and the final s-circle; as, it was, each was.

One may be added to words represented by straight stems by the w-hook and the n-hook; as, at one, by one. The phrase *at once* is written

The w-hook on upward L is used in the formation of the following phrases: we will, when will, we all, what will.

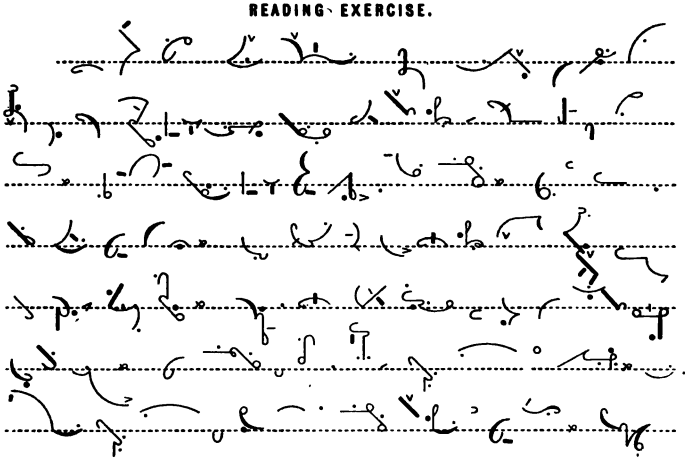
"Time" in Phrasing.—The word *time* when standing alone is represented by a word-sign, ... When it follows another word in a phrase, however, the sound of *t* is represented either by the stem T or by making the preceding stem half-length; as, ... at this time, ... on time, ... at the present time, ... some time, ... at the same time. In a few phrases, when the first stem is made half-length to add *the*, the word-sign for *time* may be joined; as, ... at the time, ... to the time, ... all the time.

WORD-SIGNS.

..... from, time ..... Mr. (mister) ..... qualify

..... member ..... question ..... quarter

READING EXERCISE.



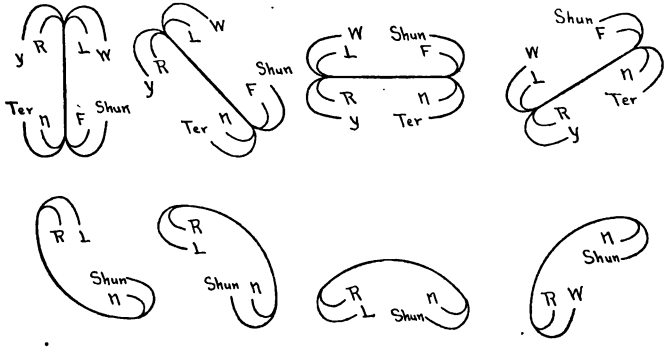
WRITING EXERCISE.

Dear-Sir:

Your-letter in-regard to-the office-of State representative is received. The vacancy was filled about-a week ago by-the appointment of Mr Thomas Orcutt, at-one-time a-member-of-the local force at Quincy and-recently employed on special work in-the Chicago office. From what-we-know-of Mr. Orcutt we-have-no-doubt this appointment will prove-a good one, as he-is acquainted with every detail of-our business. It-is our policy to-fill vacancies by promotion of-men in-our employ when-this can-be-done. At-the-same-time we-are-glad to-get good men from outside into our service. Can-we-not induce you to accept a-local office with-the understanding that-you-will-be promoted at-the first opportunity? We-have a good place vacant at-the-present-time.

Very-truly-yours

The following diagrams will show the location of the various hooks on both straight and curved stems, and will be found convenient for study and reference. It should be borne in mind that all the hooks shown in the diagrams, except the w-hook on upward L, are read after the stems to which they are joined.

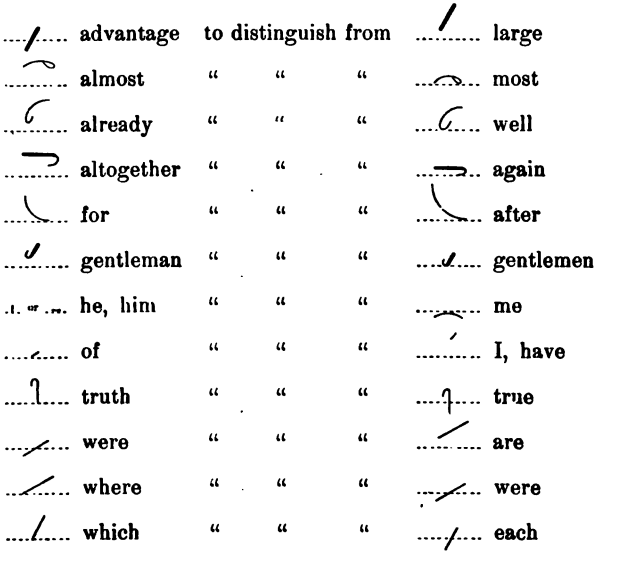


LESSON XXX.

WORDS OUT OF POSITION.

Certain word-signs and word outlines are written out of position, to distinguish them from other words represented by similar outlines. The following list shows these word-signs and word outlines, also the words of similar form from which they are distinguished. Vowels are omitted for the reason that the words are of frequent occurrence and the student should become familiar with them in unvocalized form.

WORD-SIGNS OUT OF POSITION.


advantage to distinguish from large
almost " " " most
already " " " well
altogether " " " again
for " " " after
gentleman " " " gentlemen
he, him " " " me
of " " " I, have
truth " " " true
were " " " are
where " " " were
which " " " each

WORD-OUTLINES OUT OF POSITION.

absolute	to distinguish from		obsolete
another	" " "		no other
any	" " "		no
do	" " "		did
equality	" " "		quality
found	" " "		find
go	" " "		come
held	" " "		hold
other	" " "		their
over	" " "		very
own	" " "		know
send	" " "		sent
their, there	" " "		at all

In addition to those given above there are certain words of two or more syllables which are written in the position indicated by the secondary accent instead of in the position of the accented vowel, to distinguish them from other words of the same outlines. These will be given under the heading "Words Distinguished."

Writing Figures.—When figures occur in shorthand matter the ordinary numerals may be used for 2, 3, 4, 5, 7, 8, and 9. As the numerals 1 and 6 closely resemble shorthand outlines it is unsafe to use them when standing alone, and the shorthand forms for these figures should be used; thus, one, six. *Ten* is more quickly written in shorthand than with figures, and may be used if preferred. If written in shorthand it will be found to phrase conve-

niently with many words; as, ten days, ten times, ten tons. When an amount consists of two or more figures, it is safe to use the numerals. When figures represent even thousands or millions, the shorthand outline may be used for the word *thousand* or *million;* as, 14 fourteen thousand, 273 two hundred seventy-three thousand, 2 two million.

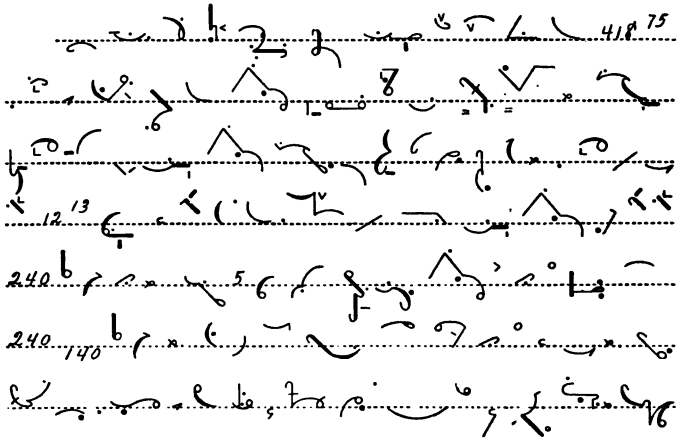
Dollars and Cents.—In writing dollars and cents, the figures representing dollars may be written on the line and those representing cents above, and the words *dollars* and *cents* may be omitted; thus, $\frac{24}{28}$ twenty-four dollars and twenty-eight cents. When, however, an amount represents either dollars or cents alone, the figures should be written on the line and the word *dollars* or *cents* written in shorthand; as, 72 seventy-two dollars, 18 eighteen thousand dollars, 25 ¢ twenty-five cents, 7 ¢ seven cents.

Figures Used in Phrasing.—Such phrases as *eleven or twelve, fifteen or twenty*, etc., may be written by placing the second figure in the first position; thus, $\frac{11}{12}$ eleven or twelve, $\frac{15}{20}$ fifteen or twenty. Such phrases as *five to ten, fifty to sixty*, etc., may be written by placing the second figure in the fourth position; thus, $\frac{5}{10}$ five to ten, $\frac{50}{60}$ fifty to sixty. Convenient shorthand outlines have been provided for a number of the more common phrases in which figures are used; as, two or three, three or four, six or seven, six or eight, eight or ten, nine or ten.

In the phrase *one or two* (written) the stem is used for *n*, for the reason that a good outline for the remainder of the phrase could not be formed if the hook were used. In the phrase *five or six*

(written) a large hook is used on the stem F to add *v*, although it is not ordinarily so used.

READING EXERCISE.



WRITING EXERCISE.

Dear-Sir:

I-have received-your-letter-of recent-date in-regard to-the farm which I-own eight miles north-of-the city.

When I-bought the farm almost a-year-ago I-found that-the lease was held by-a gentleman who had-not-been accustomed to-farm life, with-the result that both-the land and-the improvements were badly run down. He holds a-lease for next year and pays his rent, so I-can-do nothing unless he vacates from choice. I-have already written to-see if-he can-be induced to-vacate at-the end-of-the winter. I-can-do nothing until I-have his absolute promise. The truth is, it-will-be to-my advantage to-make altogether different arrangements another season.

I-should like-to-have-you go over and see-the farm. I-send-you sketch which shows where you-should leave-the main road to-reach-the Baker & Smith farm. Their land lies just south of-mine.

If-I rent-the farm to-you I-will let-you have it at-a low rental the first year without making any improvements on-it. If I-find you-are-the right sort of-a tenant I-will put-the place in-good repair the second year. I-should like-to-have-it once more on-an equality with farms in-that locality. If-the place pleases you I-am-sure there will-be no difficulty in making satisfactory terms.

Yours-very-truly,

LESSON XXXI.

INITIAL AND FINAL CURLS.

The Initial Curl.—Before an s-circle, where a preceding stem N would require the circle to be made with a backward turn, the syllables *in-*, *en-*, and *un-* are represented by an initial curl; as, insulation, unceremonious, inspiration, unsociable, enslave, unscrew, instruction.

The initial curl may also be used within a large initial hook; as, inflection, envelope, invalidity, untwist. Before K with the w-hook, however, the stem N is used; as, inquire, inquisition, unquiet.

The Final Curl.—The sound of *n* may be added after the small final circle or the large loop by a curl made on the opposite side of the stem from such circle or loop; as, basin, chosen, mason, Wisconsin, western, pastern.

After the small loop the curl is used to add *n* only in the case of proper nouns; as, Preston, Princeton, Diston.

The curl may be used to add *n* after a circle within a final hook; as, Peterson, Henderson.

The curl may be used after either the small or large loop (but not after the circle) to add the syllable *-ing;* as, resting, assisting, investing, requesting, mustering, fostering, blustering.

The s-circle may be added after the n-curl; as, moccasins, dozens, persons, castings.

The n-curl may be used medially; as, masonry, arsenic, messenger.

Occasionally when the stem NG will not make a convenient joining after a hook, a curl may be joined directly to the hook even though no circle intervenes, to add the syllable *-ing;* as, roofing, apportioning, referring, pensioning.

The Ishun-Curl.—The syllables *-sition*, *-sation*, *-session*, *-sician*, etc., are represented by a small circle followed by a curl or hook similar in size and form to the shun-hook; as, position, taxation, decision, musician, physician, intercession. In such outlines there is no place for the insertion of the vowel which follows the *s*, and it is omitted.

As the syllable *-ter* following the sound of *s* is represented by the large loop, the ishun-curl may be reversed and written on the n-hook side of the stem to indicate that the sound of *n* precedes the *s;* as, dispensation, transition.

A stem may be added after the ishun-curl; as, sensational, processional, transitional.

Shun-Hook after Y-Breve.—The final syllables *-uation* may be represented by combining the y-breve and the shun-hook; as, valuation, insinuation, infatuation.

Phrasing.—The initial n-curl may be used to represent the word *in;* as, in some cases, in full, in question.

The final n-curl may be used to add the word *than;* as, less than, worse than, faster than.

A small hook may be made inside the ter-hook to add *than, own,* or *been;* as, better than, rather than, by their own, had there been.

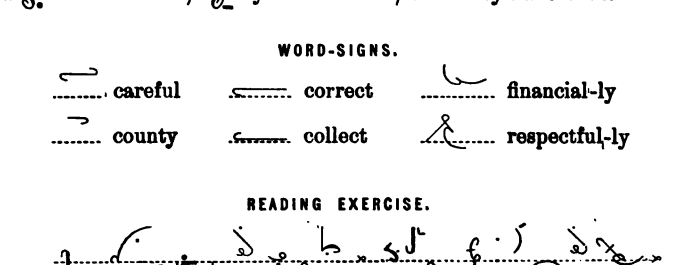
When the v-hook is used on either a straight or a curved stem to represent *have,* the word *been* may be added by a small hook inside the v-hook; as, could have been, which have been, to have been, may have been, should have been, we have been, you have been, they have been.

WORD-SIGNS.

careful correct financial-ly

 county collect respectful-ly

READING EXERCISE.



WRITING EXERCISE.

Dear-Sir:

Referring to-your recent inquiry as-to-the method-of raising revenue in-our city, I-will state that-all revenue for-the-use-of-the city is raised by direct taxation. All license moneys and police-court fines go to-the school-fund. Under-the law passed by-the last legislature a tax department has-been created with-an official whose duty it-is to-make-the tax lists and fix valuations. The tax lists are then reviewed and-amended by-the board-of equalization and-the assessment is made on-the basis of-the valuation so decided on. The results of-this-year show that-the city saves many-times-the expense of-this department in-the bringing to-light and-listing of both real and personal estates. When-the city lists were copied from-the county assessment rolls of-the preceding year, unscrupulous persons sometimes wholly escaped taxation.

I-enclose-a sample page of-our tax list, which in-some-respects is better-than any I-have-seen used by-other cities.

Mr. Manderson, of-the tax department, will answer any further inquiries you-desire to-make.

Respectfully,

LESSON XXXII.

PREFIXES.

"Com-" and "Con-" are generally represented initially by omitting the syllable *com-* or *con-* and placing the remainder of the word close to the preceding word; as, they commence, this company, if convenient. When for any reason words can not be written in proximity to indicate the omitted syllable, as at the beginning of a sentence or line, the syllable may be represented by a dot directly in line with the beginning of the stem; as, connected, communication, commissioner, compensation.

The syllables *com*, *con*, *cum*, and *cog* may be represented medially by omitting the syllable, disjoining the two parts of the word and writing them close together; as, recommend, unconscious, reconsider, encumbrance, recognize.

A few words of frequent occurrence containing the syllable *con* or *cum* medially are written with the two parts joined; as, inconsistent, inconsiderable, circumference, circumlocution.

In a few words the syllables *accom* are represented by the stem K, the remainder of the outline being sometimes joined and sometimes disjoined; as, accomplish, accomplice, accompany, accommodate, accommodation, unaccompanied.

The straight breve word-signs, except those which retain position when used initially, may be written across the beginning of a stem to indicate that the syllable *con-* or *com-* follows such breve word-sign; as, a constitution, I congratulate, of considerable, the complainant, he commences, a contract.

Cog- at the beginning of a word is written in full; as, cognate, cognizant, cognomen.

Con- at the beginning of a word, followed by the sound of *t*, is sometimes written in full; as, continent, contention, contest, contents. *Concession* is written .

"Magna-," "Magne-," and "Magni-" are represented initially by the stem M detached and written over the remaining part of the word; as, magnificent, magnetism, magnanimous, magnesia, magnitude.

"Self-" is represented by a small circle on the line, the remainder of the word being written close to the circle and in its own position; as, self-possession, self-respect, self-sufficient.

The word *selfish* and its derivatives are written with the remainder of the word joined to the circle, the circle retaining its position on the line; as, selfish, unselfish, unselfishness.

When the syllable *com* or *con* follows the prefix *self-* the syllable *con* may generally be omitted; as, self-conceit, self-conviction, self-composed.

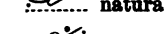
"With-" is represented initially by the stem DH joined to the remainder of the outline and written in the position of the accented vowel of the word; as, withdraw, withdrew, withhold, withstand.

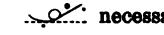
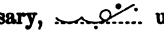
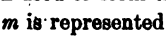
"Fore-" may be represented initially by the stem F disjoined and written close to the remaining part of the word. The prefix has no position of its own, being generally written slightly lower than the stem it precedes; as, foreknow, foreknew, foretell, foreshadow.

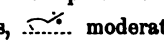
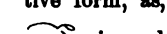
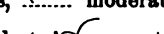
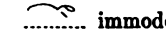
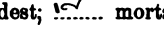
Some words containing the prefix *fore-* are written in full, the first syllable being represented either by the stem F and the downward R, or by the stem F with the r-hook; as, foremost, forego, foreclose, forefathers.

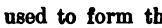
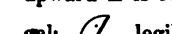
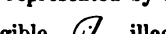
"For-" is represented by the stem F joined to the remainder of the word, except where the following stem does not make a good joining; as, forbid, forsake, forbear, forgotten, forgive, forget.

"In-" and "Un-" when used to form the negatives of words beginning with the sound of *n* are represented by prefixing the stem N to the form of the positive; as, noxious, innoxious;

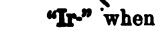
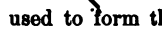
natural, unnatural; noticed, unnoticed;  necessary, unnecessary.

"Im-" when used to form the negatives of words beginning with the sound of *m* is represented by prefixing the stem M to the positive form; as,  moderate,  immoderate; modest, immodest; mortal,  immortal.

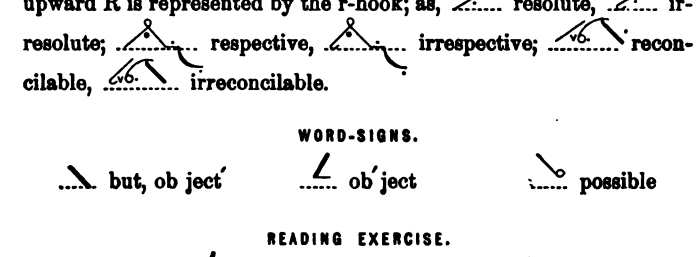
"Il-" when used to form the negatives of words beginning with upward L is represented by the l-hook; as, legal,  illegal;  legible,  illegible;  logical,  illogical.

"Ir-" when used to form the negatives of words beginning with upward R is represented by the r-hook; as, resolute,  irresolute; respective, irrespective;  reconcilable,  irreconcilable.

WORD-SIGNS.

 but, ob ject'  ob'ject possible

READING EXERCISE.



WRITING EXERCISE.

Messrs. Converse &-Company,
Concordia, Kansas.
Gentlemen:

Your-letter asking my judgment as-to-the legality of-the contract for-the construction of-a grain elevator is at-hand. I-have examined it, and-although not cognizant of-all-the facts in-the-case, I-am-of-the-opinion that-it-is incomplete, illegal, and inconsistent, and-that it-would-not-be binding on-the parties. Although it contains many unnecessary provisions,certain desirable features have-been omitted. I-advise that as-a-matter-of self-protection you withhold-your approval and insist upon-a new contract being executed. As you-say, the law does-not magnify minor points in-this-class-of instruments, but rather seeks to enforce the evident intent of-the parties. It-is of-course possible that if-this agreement were executed in-good faith the courts would sustain it, but since no inconvenience will-be occasioned by-the delay, you-should take-the precaution named. You-can-not foretell what complications may arise. I-enclose draft of-a contract which I recommend for-your consideration. It-would-be immeasurably better to-make-the change now than to-run-the risk of-a legal contest.

Respectfully,

LESSON XXXIII.

SUFFIXES.

"-Mentality," and "-mental-ly," used as suffixes, are represented by a half-length M with the n-hook, disjoined and written after the preceding part of the word. The outlines of all words ending with *-mentality* are written in the first position, and the disjoined suffix is also written in the first position; as, instrumentality, sentimentality, fundamentality.

The outlines of words ending with *-mental* or *-mentally* are written in the position of the part of the word which precedes the suffix, even though the accent is on a syllable of the suffix, and the disjoined suffix is written on the line; as, instrumental, elemental, sacramental, experimental, sentimental.

"-Ble" and "-bly" are represented wherever possible by the stem B and the l-hook. When, however, this will not join with the preceding part of the outline the syllables *-ble* and *-bly* may be represented by the stem B without the hook; as, unwarrantable, invaluable, admissible, sensibly, assignable. Occasionally it will be found best to represent the syllable in full by adding the stem L; as, inaccessible, inaccessibly.

"-Bleness" is represented by a detached stem B with the final s-circle; as, agreeableness, variableness, unsuitableness, reasonableness.

"-Fulness" is represented by a detached stem F with the final s-circle; as, powerfulness, carefulness, artfulness, fruitfulness.

"-Iveness" is represented by a detached stem V with the final s-circle; as, attractiveness, pensiveness, persuasiveness, massiveness.

"-Lessness" is represented by a detached stem L with the final s-circle; as, fearlessness, endlessness, boundlessness, carelessness.

"-Ology" is represented by the stem J, generally attached to the preceding part of the word, but occasionally disjoined; as, theology, mythology, physiology, archæology,

ornithology, osteology, ontology. This termination is sometimes written in full when it joins conveniently with the preceding stem; as, etymology, zoology, neurology.

"-Self" is represented by the final s-circle, either attached or disjoined, or it may be written in full when it makes a good joining; as, itself, yourself, ourself, himself, myself.

"-Selves" is represented by the large circle attached to the preceding stem; as, themselves, ourselves. *Yourselves* may be represented by the stem Y with the large circle either attached or disjoined; thus, yourselves.

"-Ship," when used as a suffix, is represented by the stem SH. If the preceding part of the word consists of a single stem, such stem is written in the position of the accented vowel and the SH is disjoined and written so that the middle of the stem is opposite the end of the preceding stem; as, friendship, stewardship, courtship, lordship, hardship.

If the preceding part of the word consists of two or more stems, SH is joined; as, workmanship, executorship, partnership.

The word *township* is written in full; thus, township.

Derivatives from the noun or the verb *ship* do not follow this rule, but are written in full; as, warship, flagship, unship, reship.

"-With" is represented by the stem DH joined to the preceding stem; as, forthwith, therewith. *With* occurring medially is also represented by the stem DH; as, wherewithal.

"**-Worthy**" is represented by the breve-w and the stem DH joined to the preceding stem; as, praiseworthy, blameworthy, noteworthy, unworthy.

"**-Ever**" is represented by the v-hook on straight stems and on straight breves which are written downward; as, whichever, wherever, whoever, however. *Ever* is joined to curved stems and semicircular breves by the stem V; as, forever, whatever, whenever.

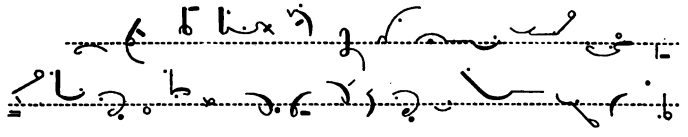
-Soever is represented by the s-circle and the stem V; as, whosoever, howsoever, whithersoever, whichsoever, wheresoever. When the preceding part of the word ends with a circle, the stem S with the large final hook is used; as, whosesoever, whencesoever.

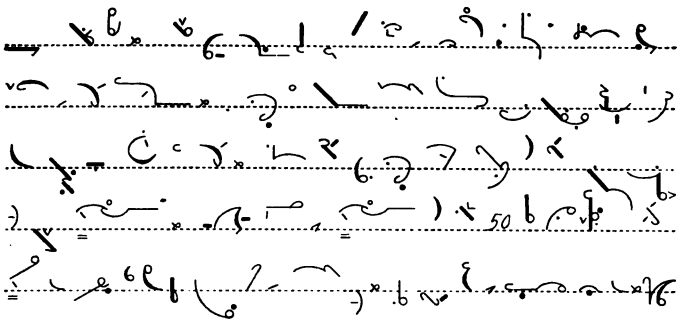
"**-Form**" either finally or medially is represented by the stem F joined to the remainder of the outline; as, platform, reform, perform, uniform, transform, uniformity, non-conformity.

WORD-SIGNS.

ever	worthy	satisfaction
mental	important-ce	distinct

READING EXERCISE.





WRITING EXERCISE.

Dear-Sir:

Your-letter-of-the 14th instant was delayed several-days in reaching me because of-your carelessness in addressing-the envelope.

The affairs of-your father's estate are in-the hands of Mr. George Jameson, the executor, in-whom your-father had-the greatest confidence. I-am-sure he-will perform-the duties of-his executorship in-a praiseworthy manner and to-the entire satisfaction of yourself and-the rest of-the heirs.

A-draft will-be-sent-you forthwith for-the full amount which-has-been allowed by-the court. By-reason of-the phraseology of-your father's bequest, no amount whatever can-be paid to-you without-an order-of-the court.

Mr. Jameson believes it-would-be detrimental to-the estate to-dispose-of-the North-Dakota land at-this-time, as-it-is rapidly increasing in value. The rents received from-the houses and stores in-the-city will-be sufficient for-the-use-of-the heirs for-some-time. I-am-sure you-will-see-the reasonableness of-his position, and-that-you-will-be-glad of-his watchfulness over-the estate.

Through-the instrumentality of Mr. Jameson and by-his prompt and forcible action, a valuable tract of land in Colorado on-which your-father had made a first payment has-been saved to-the estate.

The heirs should-not allow themselves to-be misled by-the attractiveness of immediate possession of-the wealth left them. Your-father's plan of leaving-the estate undivided until-the heirs are-all of-age is-a wise one.

Very-truly,

LESSON XXXIV.

DOT FOR "-ING" AND "H"—INITIALS—COLLOQUIAL CONTRACTIONS.

The Termination "-ing" may be represented by a dot placed after and directly in line with the stem. The dot is used after word-signs, in order that the outline of the original word may be unchanged; as, parting, coming, charging, becoming, having, owing. It is also used after half-length P, B, T, D, CH, J, M, H, Y, and downward L, for the reason that the stem NG does not make a good joining after these half-lengths; as, accepting, boating, treating, dating, cheating, jotting, admitting, beheading, yachting, belting.

Breves in Place of Dot for "-ing."—The breves for *a*, *an*, *the*, *he*, *him*, *of*, *you*, *your*, and *we* may sometimes be used instead of the dot when the syllable *-ing* immediately precedes; as, changing a-n, having a-n, owing the, hoping he, representing him, speaking of, hearing you, hoping we.

This method of using a breve after *-ing* may be extended to words which form *-ing* with the stem NG; as, making a, taking him, leaving you, getting your, planning the, paying an.

Two breves joined may sometimes be written in place of the dot; as, . ordering of the, giving of your, making of a.

"-Ings" may be represented by a small circle written after and directly in line with the end of the stem; as, meetings, doubtings, questionings. It is so represented only after words with which the dot is used for *-ing*.

Dot for "H."—The initial sound of *h* before the stems P and B is represented by a dot written beside the vowel which precedes the stem; as, happy, hopeless, habitation, habit, hoop, hub, hip.

The sound of *h* may also be represented by the dot in the middle of an outline, where neither the stem H nor the h-breve makes a good joining, or for the purpose of shortening an outline; as, unhappy, inhabitant, Abraham, apprehension, mishap.

Initials, except *A.*, *E.*, *I.*, *O.*, *U.*, *Q.* and *X.*, are represented in shorthand by the corresponding stem, placed usually in the position indicated by the name of the letter. In order to make a more certain distinction between light and heavy stems used as initials, a dash is written across all heavy stems.

The following is a list of the initials:

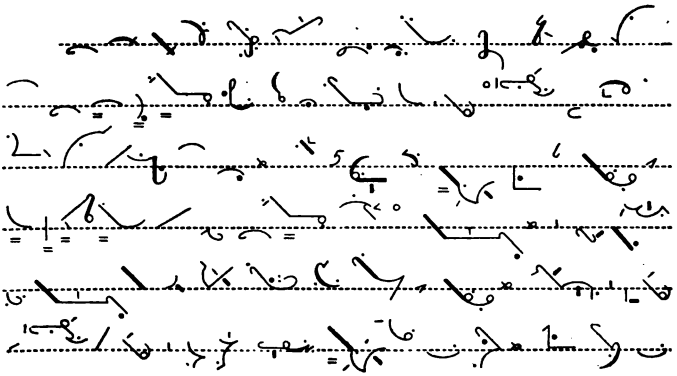
A.	G.	M.	S.	Y.
B.	H.	N.	T.	Z.
C.	I.	O.	U.	
D.	J.	P.	V.	
E.	K.	Q.	W.	
F.	L.	R.	X.	

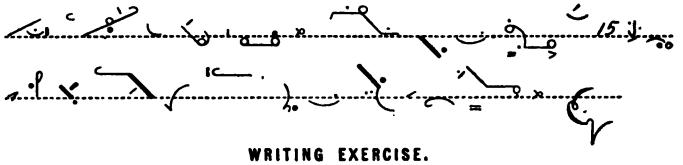
Colloquial Contractions, such as *can't, they'll, I'm*, etc., are written in shorthand with the same outline as the uncontracted phrase, and are distinguished by having the apostrophe written either below or above the outline. These contractions are not used in carefully written English, nor in the best business correspondence. When they are used by the dictator the stenographer should transcribe them in full. In court testimony, however, they are of frequent occurrence and when so used should be shown in the transcript.

The following is a list of the more common colloquial contractions:

can't	wouldn't	they're
couldn't	I'll	you're
hadn't	we'll	we're
don't	they'll	I'm
didn't	you'll	you've
shouldn't	he'll	I've

READING EXERCISE.





WRITING EXERCISE.

Mr. D. G. Barry,
Des-Moines, Iowa.
Dear-Sir:

I-have-been endeavoring to-perfect the title to-your lot in block 83 as required by-the American Rubber Belting Company before they-will purchase it. I-have begun-a friendly suit against Thomas V. Alden, from whom you-bought-the lot. I-have-taken his deposition and-proved that-the missing deed can-not now be-found. The following is-his answer to-my question as-to what had become of-the document:

"I-don't-know where-the deed is now. I'm-sure I-didn't destroy it. I-recollect putting it in-an envelope with some-other papers and-laying them away where I-thought they would-be safe, but I've not seen them since and can't find them. Maybe they'll be-found some-day, but I-doubt it."

I also took-the deposition of John Q. Drake, the notary before whom the deed was signed, showing-the date when-his commission expired. I-have also obtained-a quit-claim deed from-the heirs of A. E. Logan. I-expect soon to-get a decree quieting-the title.

Very-truly,

LESSON XXXV.

PAST TENSE OF REGULAR VERBS.

Regular verbs form the past tense by adding *-ed* to the present tense. In writing the past tense in shorthand the outline of the present tense must be so changed as to add a final sound of *t* or *d*.

The method of expressing this final sound depends upon the ending of the form of the present tense.

Ending with a Full-Length.—When the present tense of a verb ends with a full-length stem, either with or without a final hook, the past tense is formed by halving such final stem; as, obey, obeyed; pick, picked; learn, learned; plan, planned; caution, cautioned.

A full-length stem, however, should never be made half-length to add the final syllable *-ed* unless it makes an angle with the preceding stem. When there is no angle the stem T or D should be used; as, judge, judged; like, liked; cook, cooked.

In a few words ending with a full-length, the past tense is formed by adding the stem D instead of halving the stem; as, key, keyed; annoy, annoyed; mislay, mislaid.

When the final stem is a downward R, the past tense may be formed by changing to an upward half-length R if the downward R makes no angle with the stem which precedes; as, fear, feared; acquire, acquired; clear, cleared.

When the final stem is S or Z, the past tense may be formed by changing the stem S or Z to the s-circle and adding the stem D; as, busy, busied; ensue, ensued.

When a word consists of the initial consonants *st* followed by a vowel, and is written with the s-circle and the stem T, the past tense is formed by prefixing the st-loop to the stem D; as, stew, stewed; stay, stayed.

Ending with a Half-Length.—When the present tense ends with a half-length stem, the past tense is formed by changing the half-length to a full-length, and adding half-length T or D; as, re-

port, reported; protect, protected; include, included; paint, painted; act, acted. When, however, a final half-length stem ends with a hook which prevents the joining of the stem T, both stem and hook must be changed to full-length stems and half-length T or D added; as, invent, invented; confound, confounded.

When the present tense ends with a half-length downward stem with which T or D does not make an angle, the past tense is formed by changing the half-length to a full-length and writing immediately after it a detached half-length T or D; as, deed, deeded; award, awarded; annotate, annotated.

When the present tense is formed by the stem W, H, or Y, the past tense may sometimes be formed by changing such stem to its corresponding breve and adding the stem T or D; as, weigh, weighed; wait, waited; heat, heated; yield, yielded.

Ending with a Double-Length.—When the present tense ends with a double-length without a final hook, the past tense is formed by changing the double-length to a full-length and adding a half-length T, D, or TH, with the r-hook; as, water, watered; loiter, loitered; lather, lathered; order, ordered; mutter, muttered.

When the present tense ends with a double-length with a final hook, the past tense is formed by changing the double-length to a half-length and adding a half-length downward R; as, encounter, encountered; winter, wintered; render, rendered; ponder, pondered.

The past tense of verbs ending with a double-length may sometimes be formed by adding the stem D to the form of the present tense; as, enter, entered; further, furthered; feather, feathered.

Ending with a Circle.—When the present tense ends with an s-circle, the past tense is formed by changing the circle to a small loop; as, cross, crossed; miss, missed; impose, imposed.

When, however, the final circle is within a hook or curl, the past tense is formed by changing the hook or curl to its corresponding stem and adding the st-loop; as, fence, fenced; license, licensed; mince, minced.

When the present tense ends with a large circle, the past tense is formed by adding the stem T or D; as, possess, possessed; exercise, exercised; capsize, capsized.

Ending with a Loop.—When the present tense ends with a small loop, the past tense is formed by changing the loop to a circle and adding half-length T or D; as, post, posted; fast, fasted; list, listed.

When the present tense ends with a large loop, the past tense is formed by changing the large loop to a small loop and adding a half-length R, written either upward or downward; as, administer, administered; foster, fostered; register, registered; upholster, upholstered.

When neither the upward nor the downward R will join conveniently after the loop, the large loop may be changed to a circle and a half-length T with an r-hook added; as, master, mastered; muster, mustered.

Ending with an N-Curl.—When the present tense ends with an n-curl, the past tense is formed by changing the curl to a stem N made half-length; as, hasten, hastened; lessen, lessened.

Past Tense of Word-Signs.—The past tense of most word-signs is formed by halving the final stem; as, acknowledge, acknowledged; refer, referred.

The past tense of a few word-signs is written in full; as, believe, believed; collect, collected; question, questioned; change, changed.

The past tense of certain word-signs is formed by writing a detached T or D immediately after the form of the present tense; as, object, objected; subject, subjected; frequent, frequented; neglect, neglected; publish, published; recollect, recollected.

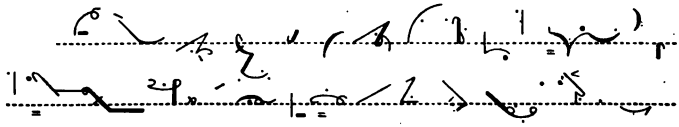
The past tense of a few word-signs is formed by changing a final circle to a loop, or by adding the st-loop; as, advertise, advertised; experience, experienced; practice, practiced.

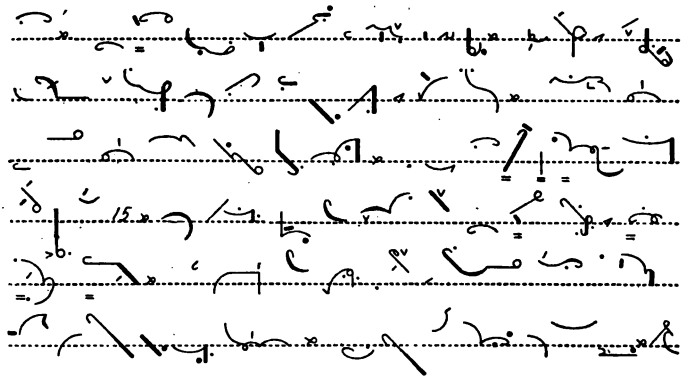
WORD-SIGNS.

frequent advertise probable-y

neglect public-sh probability

READING EXERCISE.





Write the past tense of the following verbs:

condense	fashion	criticise	matter
sequester	hate	vacate	intend
doubt	witness	banter	bob
evince	listen	incline	refund
thunder	draft	bolster	leak
weed	last	announce	filter
contract	silence	guess	reason

LESSON XXXVI.

OMISSION OF CONSONANTS.

To shorten outlines, or to avoid difficult joinings, consonants may be omitted in the following cases:

P after M when indistinctly sounded may be omitted from the outline; as, tempt, stamped, prompted, empty, exempt, presumption, assumption, pumped, glimpse.

The Sound of K after the Sound of Ng is in many words indistinct, and may generally be omitted; as, linked, ranked, distinction, sanction, anxiety, tincture, sanctity, function.

Ng in the Middle of a Word sometimes has a double sound, first the sound of *ng* and then an additional sound of *g*, as in the words *anger* and *finger*. This second sound of *g* need not be represented in the outline; as, angle, finger, English.

T after S in the middle of a word may be omitted in cases where the following stem will not join after the st-loop; as, postpone, listless, restless, postoffice, testimony, testify, trustworthy. In a few phrases *t* is similarly omitted; as, must be, must not, first class, first place, last night.

M after T and before Pr may be omitted in such words as temperance, temporary, temporarily, intemperate.

The Final Syllable "-tial" or "-tially" occurring after the sound of *n* may be omitted, the outline terminating with the n-hook; as, potential-ly, essential-ly, confidential-ly, reverential-ly, providential-ly, presidential.

Omission of Hooks.—In the outlines of words in which two hooks occur together in such a way as to make it difficult to write **both,**

one of the hooks may be omitted; as, identical, landlord, spendthrift, stranger, challenger, passenger.

The n-hook may be omitted before the syllable *-ment* where the joining would be difficult to make; as, attainment, assignment, adjournment.

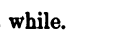
The sound of *n* when followed by *s* need not be represented in the middle of an outline if the joining of the first and second stems is such that the circle is thrown on the outside of the angle; as, transpose, transmit, transact, dispensary, transom, chancery, princely, Pennsylvania.

It will be observed that in the above words the circle is on the n-hook side of the first stem, which would imply the sound of *n* before *s* if no other stem followed; but as the simple s-circle occurring between two stems is written on the outside of the angle, the sound of *n* must be regarded as canceled, although the form naturally suggests the omitted *n*. When the stem following the circle does not allow the circle to be written on the n-hook side of the stem, the stem N should be used; as, transcend, transfigure, transfuse, transfer, pencil, cancel, council.

Transplant is written

The sound of *r* in the syllables *-scribe* and *-script* need not be represented in the shorthand outline in cases where the r-hook can not be written; as, subscribe, proscribe, transcribe, transcript.

Words and Syllables Omitted from Phrases.—The words *and* and *a* are sometimes omitted in the formation of phrases of frequent

occurrence; as, again and again, more and more, years and years,  once in a while.

From and *to* may be omitted in writing such phrases as *from day to day*, *from year to year*, etc., the two remaining words of the phrase being written close together; as, from day to day, from year to year, from hour to hour, from place to place. The two words may be joined in a few phrases; as, from time to time.

Of is omitted in writing a few phrases; as, cause of action, point of fact, bill of sale.

The word *extent* following another word in a phrase may be represented by omitting the first stem; as, great extent, certain extent, full extent.

Remember standing alone is represented by a word-sign (), but in some phrases the final stem only is used; as, do you remember, how do you remember.

Company when not used in phrases is written , but when following another word in a phrase it may be represented by the stem K; as, trust company, railway company, railroad company.

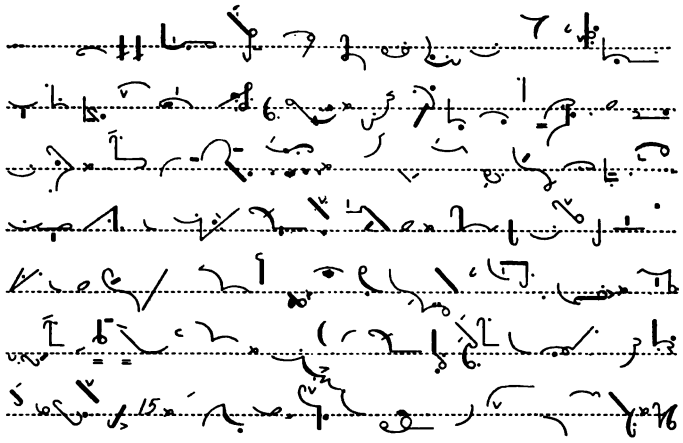
Session following another word in a phrase may be represented by the ishun-curl; as, same session, extra session, court of sessions.

WORD-SIGNS.

remark danger New York

remember San Francisco Massachusetts

READING EXERCISE.



WRITING EXERCISE.

Mr. F. H. Wallace,
Assistant Attorney C. & P. Railway-Co.,
Reading, Pa.

Dear-Sir:

Your-letter stating that suit has-been brought by-the N. & S. Railroad-Co. for possession of-the triangle just west of-the passenger depot grounds was-received last-night. I-desire-you to-take prompt action to-defend this suit. This piece-of ground was deeded to-us by-the city some eight years-ago. The transaction is-a-matter-of record, and you-should get a-transcript of-the proceedings of-the council and-call upon-the proper officials to-testify to-these facts. Mr. T. B. Casey, confidential clerk in-the president's office, can perhaps assist you.

Prior to-the date of-this deed, the N. & S. was permitted by-the city from-time-to-time to-lay temporary tracks across this triangle

and-we-had to-bring suit to-compel them to-remove these tracks. What-the N. & S. wants is-a strip about eight feet wide across-the north end-of-the triangle to-enable them to-lay a double track into-the depot grounds.

In-point-of-fact, there-is some danger that-the courts will decide that-the city had no right to deed this piece-of ground, and for-that reason a settlement should-be-made if-possible with-the N. & S. by giving them eight feet for-the laying of-this track upon-the payment of-a reasonable amount. The case can-not come up for trial before-the adjournment of-the May term-of-court, and-I-am anxious to-settle-the matter before-the next term if-possible.

Respectfully,

LESSON XXXVII.

MISCELLANEOUS RULES FOR PHRASING.

"Us" may be added by the s-circle to breve word-signs and to prepositions represented by a single stem; as, of us, with us, without us, on us, for us, among us, between us, against us.

Us after verbs may sometimes be represented by the stem S; as, send us, take us. After the verb *let*, however, the s-circle may be used to represent *us;* as, let us, let us know, let us hear.

"Of" is generally represented in phrases by the breve or by the v-hook, but where neither of these methods can be used the stem V may represent *of;* as, one of the, most of the.

Of it is represented by half-length V in some phrases; as, of it, of its, one of its, most of its.

Of their is represented by double-length V in some phrases; as, one of their, most of their.

"Have" is generally represented in phrases by the breve or by the v-hook, but when neither of these methods can be used the stem V may represent *have;* as, must have, have their. *Been* may be added by the n-hook; as, must have been, must have been there.

Other, Their.—*Other* and *their* when used in phrases will sometimes conflict. To distinguish phrases containing the word *other* the light second-position dash vowel may be inserted; as, for their, for other; which their, which other; as their, as other.

Are, Were.—*Are* and *were* are both represented by upward R, and are distinguished by position. When following another word in a phrase, however, this distinction is lost, and it becomes necessary to adopt different forms for the words. *Are* following other words in a phrase is represented either by the r-hook or by the downward R, while *were* is always represented by the upward R; as, they are, they were; as those are, as those were; there are, there were; if you are, if you were; we are, we were.

Less, Else.—*Less* and *else* used finally in phrases are distinguished by writing the former upward and the latter downward; as, little less, little else; nothing less, nothing else.

Last, Least.—*Last* and *least* are distinguished by writing the former upward and the latter downward; as, at last, at least.

Lately, Little.—*Lately* and *little* may be distinguished by vocalizing the former and leaving the latter unvocalized; as, but lately, but little; very lately, very little.

"The Other" may be represented by a double-length TH; as, the other, as long as the other, on the other hand, the other day.

"Well" is represented by the stem L with the large initial hook when this form will make a good joining with the other words of the phrase, and by the stem L when the hook can not be joined; as, well done, well known, well-meaning, as well as, just as well, may as well.

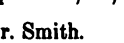
"Far" is represented by F and downward R when this form will make a good joining with the other words of the phrase, but when more convenient the r-hook is used; as, as far as, far away, so far as, as far as they have.

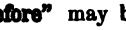
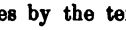
"Part" is represented by the word-sign () when it will join conveniently with the other words of the phrase, and by the word written in full () when the word-sign will not join; as, on your part, on his part, on my part, in some part.

"Or" when standing alone is represented by the downward R, but in phrases either upward or downward R may be used; as, day or two, had or not, said or done, before or after, greater or less.

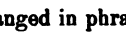
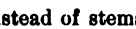
"Hour" when standing alone is represented by the downward R, but in phrases either upward or downward R may be used; as, hour or two, hour after hour.

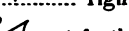
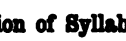
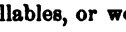
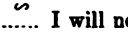
"Did," following a stem word, is made half-length to distinguish from *do;* as, where did you go, where do you go.

"State" at the beginning of a phrase is represented by the st-loop on the stem T, but it may be represented finally or medially by the s-circle and half-length T when more convenient joinings can thus be made; as, this State,  in this State, any statement.

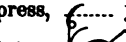
"Mister" (**Mr.**) when written initially in a phrase may be raised to allow the following word to retain its position; as,  Mr. President, Mr. Chairman,  Mr. Smith.

"Therefore" may be expressed in phrases by the ter-hook, the double-length, or the ster-loop, followed by the stem F, with or without the r-hook; as, it therefore, if therefore, is therefore.

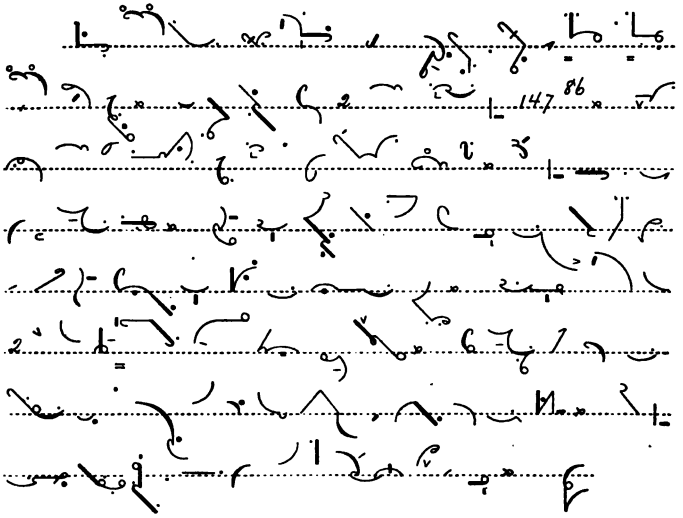
Word Outlines Changed in Phrases.—The outlines of words are often changed in phrases by using hooks instead of stems, or stems instead of hooks; as, one or more, bear in mind,  at any rate, in like manner,  right or wrong, at all events, my dear sir, set forth.

Omission of Syllables.—In writing some phrases certain consonants, syllables, or words are omitted; as, I will not,  for instance,  much more, by express, yours truly,  for the purpose, Secretary of State,  House of Representatives. Many others of this class will be found under the heading "Phrases."

WORD-SIGNS.

half	 horse	thank
home	superintendent	think

READING EXERCISE.



WRITING EXERCISE.

Mr. D. W. Morehouse,
Chicago,-Illinois.
My-dear-Sir:

Your-letter-of-the 26th is received, in-which-you state that-you-are looking for a good location for a farm for-the raising of high-grade horses and-that your-attention has-been called to-our farm near Elgin. We-have owned this farm for fifteen years, and-have but-lately decided to-dispose of-it. It-is one-of-the-best equipped stock farms in-this-State, and we-are offering it for $40,000. It contains 100 acres-of fine grazing land lying almost level, as-well-as ten acres-of timber. There-are two stables with-a capacity of fifty head-of horses, besides twelve box stalls. A cottage on-the farm is used by-the superintendent and-his family. Rooms for-the-other men

are finished off in-the stables. The house contains ten large rooms, and-is modern in every-respect. We-were offered $38,000 cash for-the place a week-or-two ago, but we-feel that we-must-have at-least $40,000, as-other land in-this vicinity is selling at high prices. We-think it-would-be well for-you to-go out to-Elgin some-day this week for-the-purpose-of seeing-the farm. Mr.-Smith, our superintendent, will show-you every courtesy. He-is away at-present, but will-be home Tuesday.

If-not convenient for-you to-pay-the full amount in-cash, we-will let-you have-the place on-the payment of $30,000 and-an agreement on-your-part to-pay-the remainder in-one-year.

We-would thank-you if-you-would let-us-know-your decision.

Yours-truly,

LESSON XXXVIII.

WORDS WITH PECULIAR OUTLINES.

There are many words whose shorthand outlines are not written in accordance with general rules. The reason for this variation is usually to avoid difficult joinings, or to shorten outlines. This lesson contains a partial list of these words, grouped according to their peculiarities. Where derivatives are formed like the primitive, only the primitive is given; but in a few instances where they differ both are given.

Outlines in which initial or final R, L, or SH is not written in the direction specified in the rules:

accidentally

boundless

earl

arrival

coercion

entirely

arrive

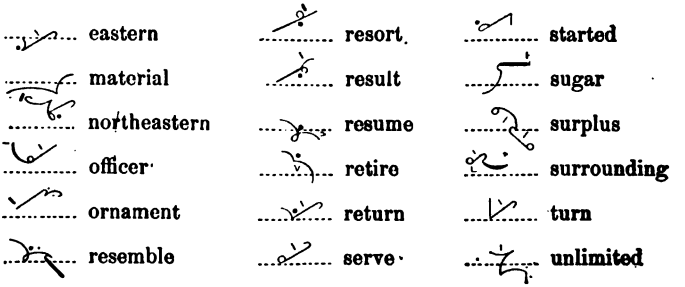
declaration

exerts

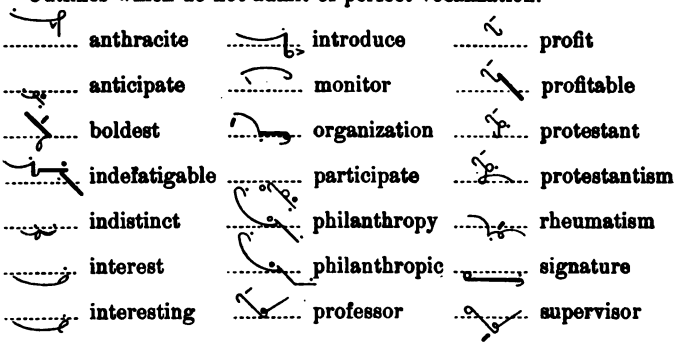
barn

dismal

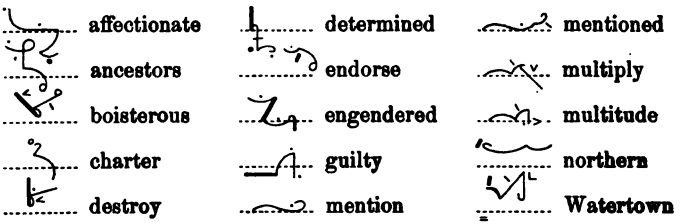
fallen



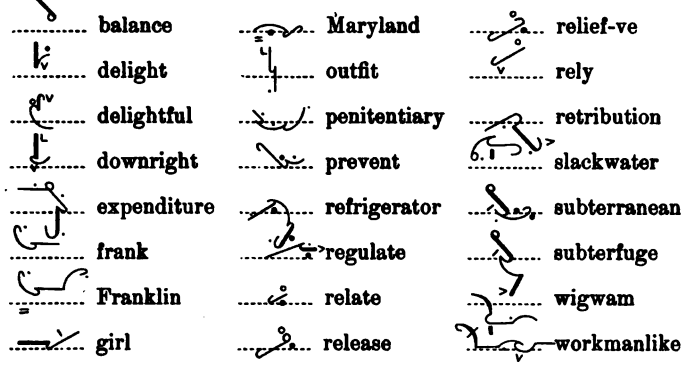
Outlines which do not admit of perfect vocalization:



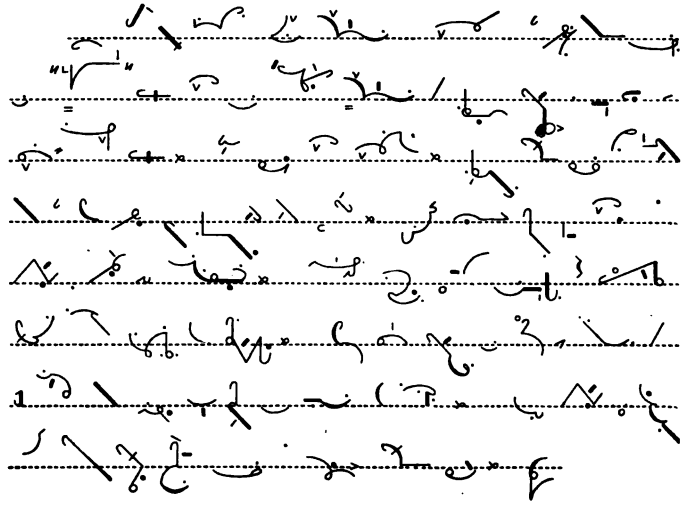
Outlines in which stems are used where the sounds suggest a hook or other modification:



Outlines in which hooks are used in a peculiar way:



READING EXERCISE.



Mr. T. D. Franklin,
Watertown, Wisconsin.
Dear-Sir:

I-return for signature your-estimate-of-the cost of labor and-material to-be-used in repairs of-cars on-the Northern Division. The materials mentioned will of-course be furnished on proper requisition. There-are about twenty-five of-these cars in-the shops now, and-the remainder will-be-sent in later.

I rely on-you to-see that these repairs are made in-a workmanlike-manner and-without any unnecessary expenditure. In-your report please set-forth-the cost of repairs to-each car, as we-wish to-make bills against-the various companies owning-the cars.

In-your letter you-mention the arrival-of six cars from-the North-Eastern division and ask what shall-be-done with-them. Do nothing with these cars now, at-any-rate not until after-the outfit of-the Northern Division is put in-good condition. There-is-an almost unlimited amount of-this work that could-be-done, but we-must confine ourselves to-that which-is most needed.

When-you-have signed-your estimate please return it to-this office, and-oblige

Yours-truly,

LESSON XXXIX.

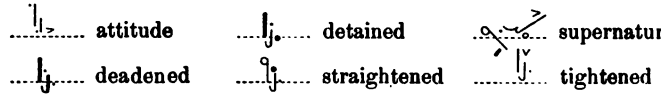
WORDS WITH PECULIAR OUTLINES (continued).

Outlines in which a half-length stem S is made upward to avoid difficult joinings:

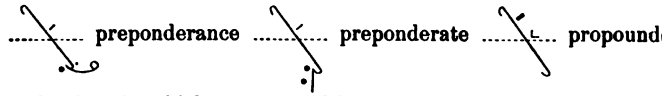
 elocutionist factionist prohibitionist

excursionist fusionist protectionist

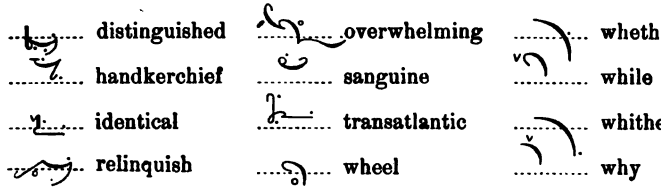
Outlines which are disjoined to avoid long forms or difficult joinings:



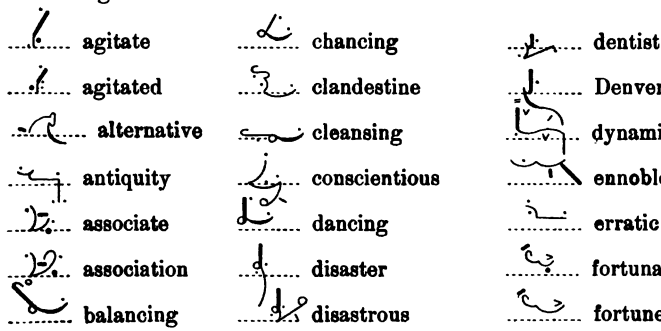
Outlines in which a double-length is joined to a full-length of the same kind, thus making a triple-length:

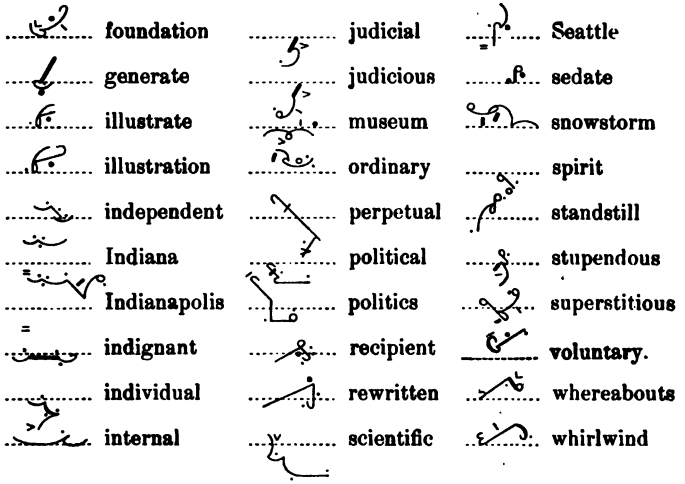


Outlines in which some sound is not represented:



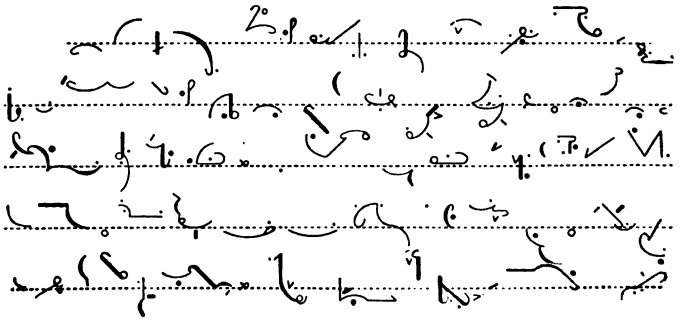
Outlines showing various modifications, usually for the sake of better angles:

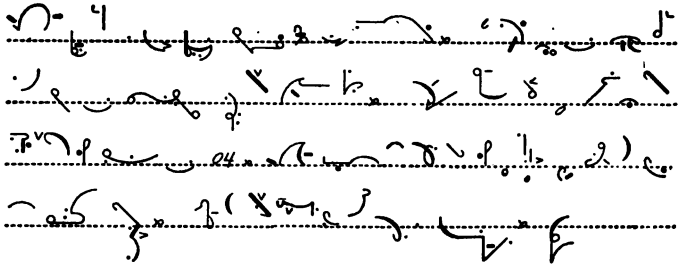




Peculiar forms are also sometimes used for the purpose of distinguishing words which would otherwise be represented by the same outline. These will be found under the heading "Words Distinguished."

READING EXERCISE.





WRITING EXERCISE.

Mr. F. G. Carson,

Indianapolis, Indiana.

Dear-Sir:

Upon my return from-a trip to-Denver and Seattle I-found your-letter-of-the 17th instant.

I-went up to-look at-the "Independent" mine in Clear Creek County and found all work at-a standstill for lack-of dynamite. A severe snowstorm had rendered-the roads almost impassable. An analysis of-the ore thus-far taken-out from-the mine shows it to-be very rich in-both gold and-silver. The work is-to-be pushed as-soon-as-the weather permits. I-am satisfied that we-have a good investment and-that we-shall receive large dividends this-year.

I also took a side-trip into-the center-of Oregon and-looked at land in various places. I-believe it-will-be only-a few-years before-a railroad will go through this part-of-the State, and-that-a few thousand-dollars invested in lands now will-be the foundation of-a fortune. I-am-therefore planning to-make another trip out-there in-the spring for-the-purpose-of buying land, for I-am sufficiently sanguine to-invest at-least half of-my ready funds. I-wish-you-would arrange to-take this trip with me. Let me know whether it-will-be practicable for-you to-do-so.

Yours-truly,

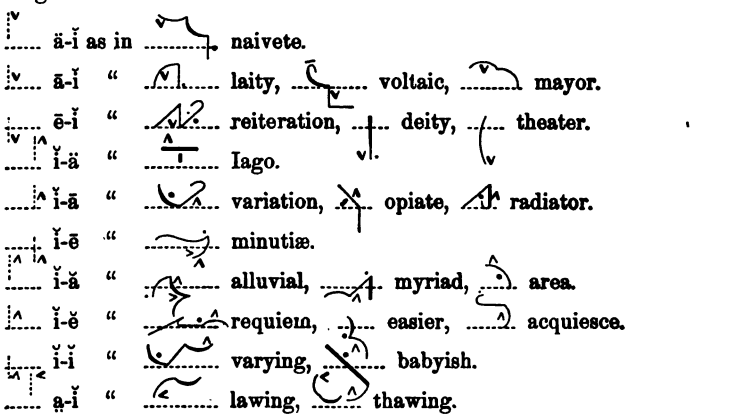
LESSON XL.

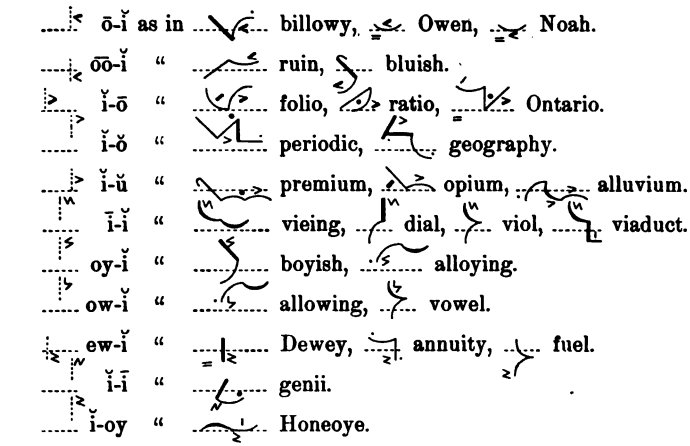
PLURAL VOWELS—VOWELS JOINED TO STEMS.

For all ordinary amanuensis work, concurrent vowels may be represented by the vowel and diphthong signs written at different distances from the consonant stem, as explained on pages 11 and 14; or, if occurring between two stems, one may be written with the first stem and the other with the second stem, as explained on page 17. For verbatim and court reporting, however, it will be found convenient to have special signs to represent the more common of these concurrent vowels.

Plural Vowel Signs consist of breves joined at different angles, or of breves joined to diphthongs. The plural vowels for which signs have been provided always contain the short sound of *i* (or some other indistinct light vowel), either preceding or following another vowel or a diphthong.

The following is a list of the plural vowel signs, with words illustrating their use:


ä-ĭ as in naivete.
ā-ĭ " laity, voltaic, mayor.
ē-ĭ " reiteration, deity, theater.
ĭ-ä " Iago.
ĭ-ā " variation, opiate, radiator.
ĭ-ē " minutiæ.
ĭ-ă " alluvial, myriad, area.
ĭ-ĕ " requiem, easier, acquiesce.
ĭ-ĭ " varying, babyish.
a-ĭ " lawing, thawing.


ō-ĭ as in billowy, Owen, Noah.
ōō-ĭ " ruin, bluish.
ĭ-ō " folio, ratio, Ontario.
ĭ-ŏ " periodic, geography.
ĭ-ŭ " premium, opium, alluvium.
ī-ĭ " vieing, dial, viol, viaduct.
oy-ĭ " boyish, alloying.
ow-ĭ " allowing, vowel.
ew-ĭ " Dewey, annuity, fuel.
ĭ-ī " genii.
ĭ-oy " Honeoye.

The diphthong *i* followed by the short sound of *i* (represented by the sign) will be found convenient for vocalizing such words as via, diamond, bias, etc., and should be learned by the student.

Vowels Joined to Stems.—In a few cases the heavy dash vowel *ō* is joined to the stem which follows it; as, old, o'clock, Ohio, O. K., O'Connor, O'Connell.

Words Composed of Vowels Only.—A few words are composed of vowels only. Word-signs have been provided for all these words found in the English language, such as *owe*, *aye*, *awe*, *ah*, *a*, etc. A few proper names from other languages consist of vowels only. They may be represented in shorthand by first writing the stem T and making a stroke through it, which is regarded as a cancellation, and then writing the vowels in their proper positions, the first vowel before the stem and the second vowel after the stem; as, Io, Ai, Ææ, Æa.

WORD-SIGNS AND THEIR DERIVATIVES.

There is no more important branch of shorthand study than the word-signs and their derivatives. A large number of the most commonly used words of the language, as well as many words which occur frequently in legislative or court reporting, are represented by these briefer forms. There is also a group of words used chiefly in reporting sermons or religious conventions. While some of these word-signs will not often be found in the work of the ordinary amanuensis, no student should be satisfied until he has thoroughly learned the entire list. About 225 of these word-signs, together with a number of their derivatives, have been given in connection with the preceding lessons.

In the list of "Word-Signs and Their Derivatives" which immediately follows, the word-signs are placed close to the left-hand margin of the column, while the derivatives are slightly indented.

Plurals which are formed by simply adding the s-circle are not shown in this list, only a few plurals of unusual construction being included.

The rule for forming the past tense of verb word-signs is given on page 98. Outlines for the past tense of each verb are, however, included in the list.

As explained on page 91, *-ing* is added to most word-signs by the dot. Six word-signs, however, add *-ing* by the stem, as follows: *Cross-examining*, *doing*, *going*, *owning*, *sympathizing*, and *willing*.

The same outline is sometimes used for two or more words, but the grammatical construction of the sentence will always determine which word is intended.

Derivatives not given in the list are written in full.

WORD-SIGNS AND THEIR DERIVATIVES.

A.

A.

a

according (to)

accordingly

acknowledge

acknowledged
acknowledging
acknowledgment

administratrix

advantage

advantageous
advantageously
advantageousness
disadvantage

advertise

advertised
advertising
advertisement
advertiser

ah

almost

already

altogether

among

amongst

an-d

angel

angelic
archangel

anniversary

another

antagonistic

any

anybody
anything
anywhere

archbishop

architect-ure

architectural

are

aristocracy-tic

artificial-ly

inartificial

as

assemble-y

assembled
assembling

astonish-ed

astonishing
astonishingly
astonishment

awe

awed
awing
awe-struck
awful

aye (ever)

aye (yes)

B.

B.

bank-note

bankrupt

bankruptcy

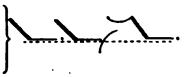
baptism

baptist

because

become

becoming
becomingly
unbecoming



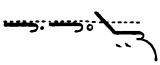
before

beforehand

began

begin

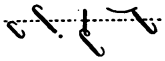
beginning
beginnings
beginner



begun

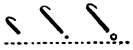
belief-ve

believed
believing
disbelief-ve
unbelief



belong

belonged
belonging
belongings



beneficial-ly

benignant

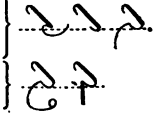
between

beyond

bishopric

brother

brother-in-law
brethren
brotherly
brotherliness
brotherhood



but

C.

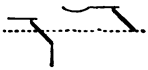
C.

cabinet

can

capable

capability
incapable



captain

careful

carefully

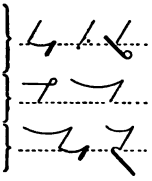
catholic

celestial-ly

certificate

change

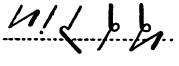
changed
changing
changeableness
exchange
interchange
interchanged
unchangeable



characteristic

charge

charged
charging
chargeable
discharge
discharged



children

christian

christianity

circumstance

circumstantial

citizen

collect

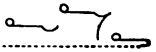
collected
collecting

come

coming
income

consequence

consequent
consequently
consequential

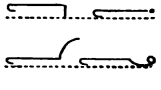


contingency

controversy

correct

corrected
correcting
correctly
correctness



could

county

cross-examine

cross-examined

cross-examining

cross-examination

D.

D.

danger

dangerous

December

defendant

degree

delinquent

delinquency

deliver

delivered
delivering
delivery
deliverance

deliverer
redeliver
redelivery
undelivered

democracy-tic

democrat

describe

described
describing
description
descriptive

develop

developed
developing
development
undeveloped

did

differ-ence-ent

differed
differing
differences
differential
indifference

difficult-y

dignify

dignified
dignifying

dignity

discriminate

indiscriminate

distinct

distinctness
dictinctly
indistinct

indistinctness
distinctive

distinguishing

do

doing

Dr. (doctor)

doctrine

indoctrinate

dollar

domestic

domesticate
domestication

during

duration

dwell

dwelt
dwelling

E.

E.

effect

effected
effecting
effective

electric

electrical-ly
electricity
electrify
electro-

endeavor

endeavored
endeavoring

episcopal

equality

inequality

especial-ly

establish

established
establishing
establishment

evangelical

ever

executrix

experience

experienced
experiencing
inexperienced

extraordinary

extraordinarily

F.

F.

fact

familiar

familiarity
familiarize
familiarized

familiarizing
familiarly
unfamiliar

February

financial-ly

first or

firstly

for

form

formed
forming
inform
informed

information
informer
informal

informality
reform
reformation

found

frequent

frequented
frequenting
frequently

infrequent
unfrequented

from

G.

G.

gave

general-ly

generation

degeneration
regeneration

gentleman

gentlemanly
gentlemen

give-n

go

going

govern

governed
governing
government

governmental
ungovernable

governor

Great Britain

H.

H.

had

half

has

have

having

he

health-y

healthful
healthfulness
healthily

healthiness
unhealthy

hear, here

hearing
hereafter
hereat
hereby

herein
hereof
hereon
hereto

heretofore
hereunto
hereupon
herewith

heaven

heavenliness
heavenly
heavenward

held

beheld
upheld
withheld

help

helped
helping
helpful
helpfulness

helpless
helplessly
helplessness

her

herself

him

himself

his

history

historian
historic
historical

home

homeliness
homely
homeward

hope

hoped
hoping
hopeful

hopefulness
hopeless
hopelessness

horse

horseman

how

however
howsoever

I.

I.

I

immediate

immediately
immediateness

important-ce

importantly
unimportant

indispensable-y

infer

inferred
inferring
inferable
inferential

influence

influenced
influencing
influential
uninfluenced

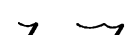
inscribe

inscribed
inscribing
inscription

insurance

intelligent

intelligence
intelligently
intelligible

intelligibleness
intelligibility
unintelligible


interrogatory

is

J.

J.

January

Jr. (junior)

jurisprudence

K.

K.

kingdom

knew

knowledge

L.

L.

language

languish

large

larger
largest
largely
largeness

legislature

length-y

lengthwise

long

longer
longest

M.

M.

malignant

manufacture

manufactured
manufacturing
manufacturer
manufactory

non-manufacturing

unmanufactured

manuscript

Massachusetts

member

memorandum

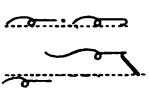
memoranda

mental-ly

misdemeanor

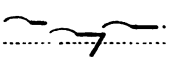
mistake

mistaking
mistaken
mistook
unmistakable



mortgage

mortgaged
mortgagee
mortgaging



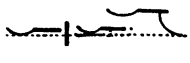
movement

N.

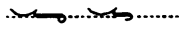
N.

neglect

neglected
neglecting
neglectful



negligence
negligent



never

nevertheless

new

newly

New York

next

nobody

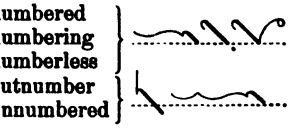
notwithstanding

November

now

number

numbered
numbering
numberless
outnumber
unnumbered



O.

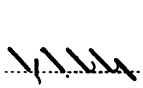
O.

O

ob'ject

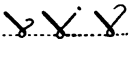
ob ject'

objected
objecting
objection
objectionable



observe

observed
observing
observation

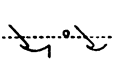


of

oh

opinion

opinionated
self-opinioned



opportunity

other

our

ourselves

over

overcome

owe

owed
owing
owes

own

owned
owning
owner

P.

P.

parliament

parliamentary

part

parted
parting
partly
counterpart

particular

particularity
particularize
particularly
particulars

peculiar

peculiarly
peculiarity

pecuniary

people (n.)

perform

performance

perpendicular

perpendicularity

phonography

phonographer
phonographic

plaintiff

plenipotentiary

popular-ity

popularly
unpopular

possible-y

impossible
possibility

practicable-y

practicability
impracticable
impracticability

practical-ly

impractical

practice

practiced
practicing
practices

preliminary

prerogative

preservation

principal-le

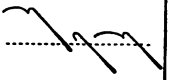
principally
unprincipled

privilege

privileged

probable-y

improbable
probability
improbability

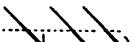


proportion

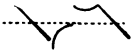
disproportion

public-sh

published
publishing
publication



publicly
unpublished

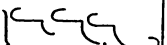


Q.

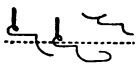
Q.

qualify

qualified
qualifying
qualification



disqualify
disqualification
unqualified

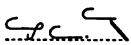


quality

quarter

question

questioned
questioning
questionable



unquestionable
cross-question

R.

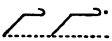
R.

recollect

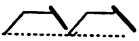
recollected
recollecting
recollection

recover

recovered
recovering



recoverable
irrecoverable



refer-ence

referred
referring

regular

regularly
irregular
irregularly
regularity

religion

irreligion

remark

remarked
remarking
remarkable

remember

remembered
remembering
remembrance

represent

represented
representing
representation

representative
misrepresent
misrepresentation

republic-sh

republished
republishing
republican

republication
republicanism

repugnant

repugnancy
repugnantly

respectful-ly

responsible-y

responsibility
irresponsible-y
irresponsibility

resurrection

Rev. (reverend)

revolutionary

Roman Catholic

S.

S.

San Francisco

satisfaction

dissatisfaction

satisfactory

satisfactorily
unsatisfactory

savings-bank

Savior

send

September

several

severally

shall

should

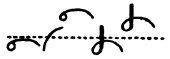
signify

signified
signifying
significance
significancy

significant
signification
insignificant
insignificancy

similar

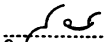
similarly
similarity
dissimilar
dissimilarity



single

singular

singularly
singularity



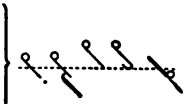
somewhat

somewhere

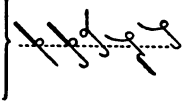
southern

speak

speaking
speakable
spoke
spoken
bespeak



bespoke
bespoken
outspoken
unspeakable
unspoken

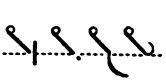


special-ly

specification

subject

subjected
subjecting
subjective
subjection



subscription

suggestion

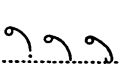
superintendent

surprise

surprised
surprising

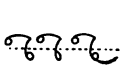
swear

swearing
swore
sworn

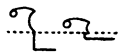


sympathy

sympathize
sympathized
sympathizing

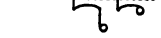


sympathetic
sympathetical-ly



system

systematic
systematize
systemize

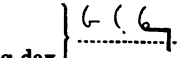


T.

T.

thank

thanked
thanking
Thanksgiving-day



that

the

their, there

them

themselves

these

thing

anything
something
nothing
things

think

thinking
thinks
bethink
thinker
unthinking
unthinkingly

time

timely
untimely

together

transubstantiation

truth

truthful
truthfulness
untruth
untruthful
untruthfulness

U.

U. or

understood

uniform

United States

universe

usual-ly

unusual-ly

usury

usurious

V.

V.

W.

W.

was

were

what

whatever
whatsoever

when

whenever
whensoever

where

wherever
anywhere
nowhere
somewhere

which

who-m

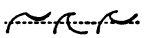
whoever

whom

width

will

willing
wilful
willingly



with

within

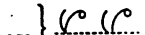
without

world

worldliness
worldly

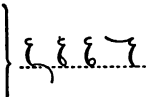
worth

worthless
worthlessness



worthy

worthier
worthiest
worthies
unworthy
worthily



would

X.

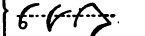
X.

Y.

Y.

year

years
yearly
leapyear



yet

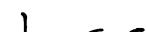
young

younger
youngest

you

your

yours
yourself
yourselves



Z.

Z.

WORDS DISTINGUISHED

There are some words whose outlines if written according to general rules would be alike, or so similar that they might be mistaken for each other. It is therefore necessary to provide for careful distinctions between such words. Words of the same part of speech are most liable to conflict, although it is sometimes necessary to distinguish words of different parts of speech.

The general principles of word-building provide for distinguishing a great many words which are not included in the list of words specially distinguished. For example, such words as *let* and *led*, *write* and *ride*, are distinguished by using the half-length where the final sound is *t*, and using the stem where the final sound is *d*, as explained on page 22. Such words as *wait* and *weighed* are distinguished by using the stem W when the word ends with *t*, and the breve-w and the stem D when the word ends with *d*, as explained on page 25. Words ending in *tl* and *dl* are distinguished by halving the stem preceding *l* when the word ends in *tl;* as, petal, cattle, brittle, metal, fatal; while words ending in *dl* are represented by the stem D and the l-hook; as, paddle, coddle, bridal, medal, fiddle.

Frequently the shorthand outline can be made to indicate where the vowels occur, as explained in Lesson XXVI., page 60. While the lesson referred to relates only to initial and final vowels, the principles may often be applied to the middle of an outline, the stem being used where a vowel follows the sound which it represents, and a hook or other modification being used where no vowel

follows; as, Canada, candy; paradise, produce; America, murky; palace, place; carrot, cart.

The following list contains the words which have been found most liable to conflict. It would be impracticable to include all words which might conflict. The stenographer will sometimes find it necessary to provide special forms for words which are used in a certain line of business. Distinctions may be made either by differences of outline or by differences of position.

The words in the following list are presented in duplicate; first, in groups showing the words which it is necessary to distinguish from each other; second, independently, so that any word may be readily found whether the other words of the group are known or not. The words extending to the left-hand margin are in alphabetic order, while those indented are out of their alphabetic order and appear elsewhere in the list, with a reference to the group in which they belong. For example, if it is desired to ascertain the outline adopted for the word *property*, by referring to the alphabetic list this word with its shorthand outline will be found. A reference is there given to the word *appropriate*, and by turning to this word the group of words (*appropriate*, *property*, *propriety*, and *purport*) will be found. This arrangement makes the list convenient for reference.

A few phrases which require distinction are included in the list.

In studying the "Words Distinguished," groups only may be selected if desired, as the single words are in every instance duplicates of those found in the groups.

WORDS DISTINGUISHED

A.

a
an
the

abandoned
abundant

about when
by the way

above
before

absence
business

absolute
obsolete

absolutely
obsoletely

abundant (see *abandoned*)

accession
accusation
causation

account
amount
cotton
kind

accusation (see *accession*)

active
heavy

acute
cute

adamant
demand
diamond

adjoin
join

adjudge
judge

administered
administrate
demonstrate
demonstrated

administration
demonstration

admit
deemed

adoration
derision
duration

adultery
idolatry

advantage
age
joy

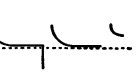
advantageous
joyous

adverse
diverse
divorce

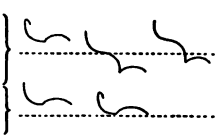
advert
divert

advice-se
device

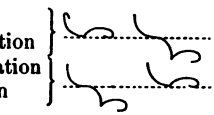
affect
effect
fact



affirm
confirm
conform
form
frame



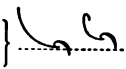
affirmation
confirmation
conformation
formation



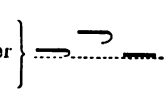
affix
fix

after
for
of

afterward
forward

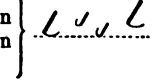


again
altogether
together

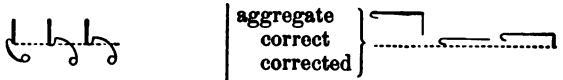


age (see *advantage*)

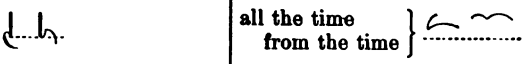
agent
gentleman
gentlemen
giant



aggregate
correct
corrected



all the time
from the time



almost
most

already
ill
well

altitude
latitude

altogether (see *again*)

amelioration
melioration

amiable
humble

amount (see *account*)

an (see *a*)

analogy
knowledge

and with
and without

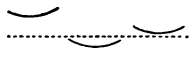
anew
new

animal
anomaly

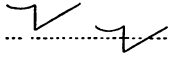
annexed
first
next

anomaly (see *animal*)

another
any other
no other

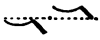


anterior
interior

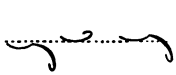


any
no

anybody
nobody

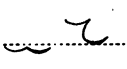


any one
none
no one



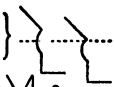
any other (see *another*)

anything
nothing



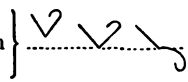
apart
part

apathetic
pathetic

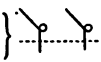


appertain
pertain

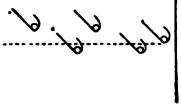
apportion
operation
portion



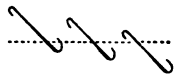
apposite
opposite



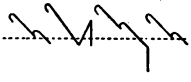
apposition
composition
opposition
position
possession



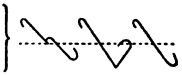
approbation
probation
prohibition



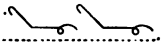
appropriate
property
propriety
purport



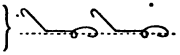
appropriation
preparation
proportion



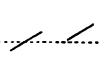
approximate
proximate



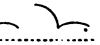
approximation
proximation



are
were
where

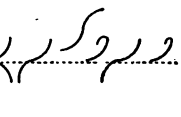


arm
army



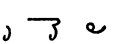
around
or not

ashore
shale
shallow
shell
shoal
shore

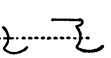


assign
consign
sign

assigned
consigned
signed



assignee
consignee



assignment
consignment

assignor
consignor

assure
sure

assured
shrewd

assuredly
shrewdly

at all ..... (see *other*)

at her
at or
at our
at your

at last
at least

atheism
theism

atheist
theist

atheistic
theistic

atonement
attainment
tenement

attainable
tenable

attention
contention
continuation

auditor
auditory
daughter
debtor
doubter
editor

autumn
time

available
valuable
voluble

avert
convert

avocation
vacation
vocation

avoid
void

avoided
voided

avouch
vouch

avow
vow

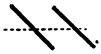
awake
wake

awaken
waken

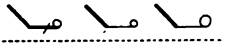
awoke
woke

B.

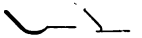
babe
baby



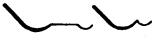
bags
box
boxes



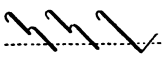
bank
panic



bank account
bank note

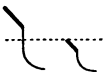


barber
briber
bribery



barley
barrel

beatify
beautify

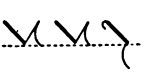


became
become

before (see *above*)

beheld
behold

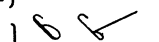
berth
birth
breath



blast
plaster

blasted
plastered

blaster
plasterer



blasting
plastering

box (see *bags*)

boxes (see *bags*)

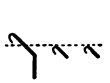
breath (see *berth*)

briber (see *barber*)

bribery (see *barber*)

bright
broad

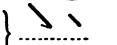
brood
bruit
brute



burned
burnt

business (see *absence*)

by a
by the

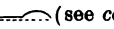


by and by
by the by

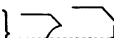
by the way (see *about when*)

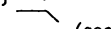
C.

cabin
captain

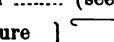
came  (see *come*)

capital
capitol



captain  (see *cabin*)

caricature
character



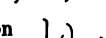
causation (see *accession*)

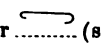
caused
cost

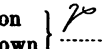
caustic
exotic

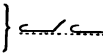
cease
seize

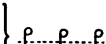
ceased
seized

cessation
secession 

character  (see *caricature*)

Charleston
Charlestown 

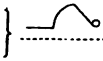
chlorate
chloride 

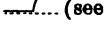
city
seat
settee 

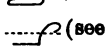
clear
queer

coalition
collation
collision
collusion

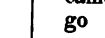
collapse
eclipse

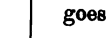
collation  (see *coalition*)

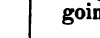
collision  (see *coalition*)

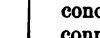
collusion  (see *coalition*)

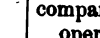
come
came
go

comes
goes 

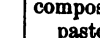
coming
going 

communication
concussion
connection 

comparative
operative
co-operative 

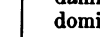
composition  (see *apposition*)

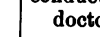
compositor
pastor
pasture

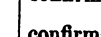
concussion 
(see *communication*)

condemnation
damnation
domination

conductor
doctor

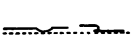
confirm  (see *affirm*)

confirmation 
(see *affirmation*)

conform  (see *affirm*)

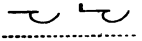
conformation
(see *affirmation*)

Connecticut
Kentucky

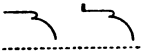


connection (see *communication*)

Connelly
O'Connell

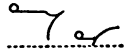


Connor
O'Connor



consequent
second

consequently
secondly



consider
construe

considerate
considered

consign (see *assign*)

consigned (see *assigned*)

consignee (see *assignee*)

consignment (see *assignment*)

consignor (see *assignor*)

construe (see *consider*)

contend
content

contends
con'tents

contention (see *attention*)

continuation (see *attention*)

convert (see *avert*)

convulsion
valuation
violation

co-operative (see *comparative*)

copied
occupied
kept

copy
occupy
keep

cork
crack

corn
grain

corporal
corporeal

correct (see *aggregate*)

corrected (see *aggregate*)

cost (see *caused*)

cotton (see *account*)

country.
kindred

countryman
countrymen

crack (see *cork*)

crammed
cramped

cute (see *acute*)

D.

damnation
(see *condemnation*)

daughter (see *auditor*)

dear
true
truth

debtor (see *auditor*)

decease
disease

deceased
diseased

deception
dissipation

dedicate
deduct
detect

dedication
deduction
detection

deemed (see *admit*)

defer
defray

deflect
diffract

deflection
diffraction

defray (see *defer*)

deliver
delivering
delivery

demand (see *adamant*)

demonstrate
(see *administered*)

demonstrated
(see *administered*)

demonstration
(see *administration*)

derision (see *adoration*)

desiccation
discussion
dissection

destination
destine
distinction

detect (see *dedicate*)

detection (see *dedication*)

device (see *advice*)

diamond (see *adamant*)

did
do
had

did you ever
did you have

did you give
did you go

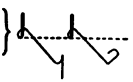
diffract (see *deflect*)

diffraction (see *deflection*)

discussion (see *desiccation*)

disease (see *decease*)

diseased (see *deceased*)

disproportionate, disproportioned 

dissection (see *desiccation*)

dissipation (see *deception*)

distinction (see *destination*)

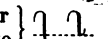
distribute, disturb

diverse (see *adverse*)

divert (see *advert*)

divorce (see *adverse*)

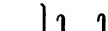
do (see *did*)

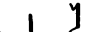
do you ever, do you have 

doctor (Dr.) (see *conductor*)

domination (see *condemnation*)

doubter (see *auditor*)

druggist, drug-store, drygoods-store 

dullness, idleness 

duration (see *adoration*)

E.

each, which

earnestly, erroneously

easier, easily

eclipse (see *collapse*)

editor (see *auditor*)

effect (see *affect*)

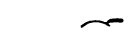
elder (see *later*)

eldest (see *latest*)

else, less

emerge, immerge, merge

emersion, immersion, mersion

emigrate, immigrate, migrate 

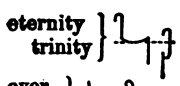
emigration, immigration, migration

equality, equity, quality

erroneously (see *earnestly*)

eruption, irruption, ruption

eternity
trinity

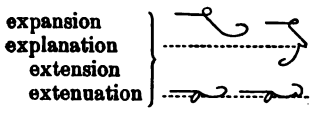


ever
every

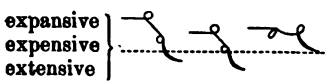
exercise
exorcise

exotic (see *caustic*)

expansion
explanation
extension
extenuation



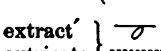
expansive
expensive
extensive



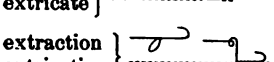
extension
(see *expansion*)

extenuation
(see *expansion*)

extract
extricate



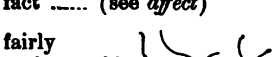
extraction
extrication



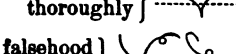
F.

fact (see *affect*)

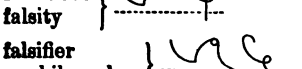
fairly
thoroughly



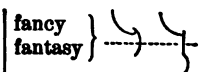
falsehood
falsity



falsifier
philosopher

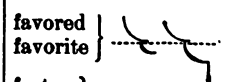


fancy
fantasy

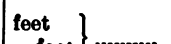


farmer
former

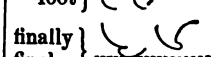
favored
favorite



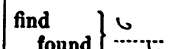
feet
foot



finally
finely

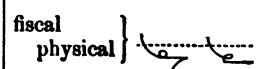


find
found



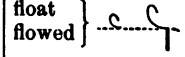
first (see *annexed*)

fiscal
physical

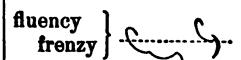


fix (see *affix*)

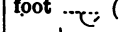
float
flowed



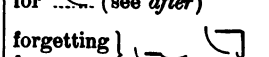
fluency
frenzy

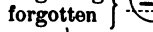


foot (see *feet*)

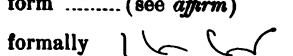
for  (see *after*)

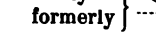
forgetting
forgotten



form  (see *affirm*)

formally
formerly



formation  (see *affirmation*)

former (see *farmer*)

formerly (see *formally*)

forms
office

for use
for yourself

forward (see *afterward*)

found (see *find*)

frame (see *affirm*)

frenzy (see *fluency*)

from the time
(see *all the time*)

full (adj.)
full (v.)
fully

funeral
funereal

G.

garden
guardian

garnet
granite

genteel
genteely
gentle-y
gentlemanly
jointly

gentleman (see *agent*)

gentlemen (see *agent*)

German
germane

giant (see *agent*)

gilt
gold
guilt

go (see *come*)

God
guide

goes (see *comes*)

going (see *coming*)

gold (see *gilt*)

gradation
graduation

grain (see *corn*)

granite (see *garnet*)

guardian (see *garden*)

guide (see *God*)

guilt (see *gilt*)

H.

had (see *did*)

had not
was not
wasn't

halve
have

haply
happily
partly

hardly
heartily
mortally

have (see *halve*)

have not
haven't

heartily (see *hardly*)

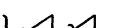
heavy (see *active*)

held
hold

her
our

hereafter
hereof
whereof

hereat
whereat



herein
hereon

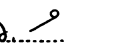
hereof (see *hereafter*)

hereon (see *herein*)

hereto
whereto

herewith
wherewith

hers
ours

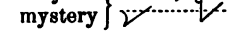


Highland
Holland
island
land

him
me

himself
myself

history
mystery



hold (see *held*)

Holland (see *Highland*)

honestly
nicely

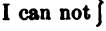
horse racing
horse raising

however
how far

humble (see *amiable*)

I.

I am not
I can not



I could not
I mean to

idleness (see *dullness*)

idolatry (see *adultery*)

ill (see *already*)

ill bred
well bred

illiterate
literate

immaterially
immaturely

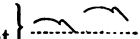
immerge (see *emerge*)

immersion
(see *emersion*)

immigrate (see *emigrate*)

immigration
(see *emigration*)

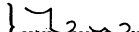
impaired
important



impassionate
impassioned
impatient

important (see *impaired*)

inattention
intention



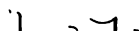
incense
nuisance

incessant
unceasing

indebted
indicted
undoubted
undated

indeed
in doubt
in him

indication
induction



indicted (see *indebted*)

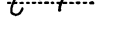
induction (see *indication*)

in doubt (see *indeed*)

in effect
in fact

inevitable-y
unavoidable-y

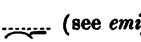
inform
notify



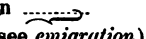
information
notification

informed
notified

informing
notifying



ingenious
ingenuous



in him (see *indeed*)

inner
near

innerve
nerve
unnerve

innovation
invasion

intention (see *inattention*)

intentionally
knowingly

interested
understood

interior (see *anterior*)

invasion (see *innovation*)

irruption (see *eruption*)

island (see *Highland*)

it was
what was
which was

J.

January
June

Johnson
Johnston

join (see *adjoin*)

jointly (see *genteel*)

joy (see *advantage*)

joyous (see *advantageous*)

judge (see *adjudge*)

June (see *January*)

K.

keep (see *copy*)

Kentucky
(see *Connecticut*)

kept (see *copied*)

kind (see *account*)

kindred (see *country*)

know
own

knowingly
(see *intentionally*)

knowledge (see *analogy*)

knows
owns

L.

lacerate
ulcerate

laceration
ulceration

land (see *Highland*)

late
old

later
elder
older

latest
eldest
oldest

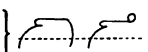
latitude (see *altitude*)

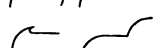
learned
learn'ed

leave
live

lent
loaned

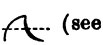
less (see *else*)

licorice
liquors 

likely
luckily 

liquors (see *licorice*)

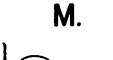
literate (see *illiterate*)

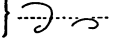
live  (see *leave*)

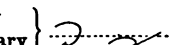
loaned (see *lent*)

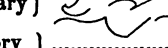
luckily (see *likely*)

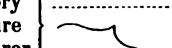
M.

machine
mission 

machinery
missionary 

manufactory
manufacture
manufacturer 

marked
market 

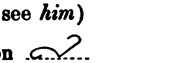
materially
maturely 

me (see *him*)

melioration
(see *amelioration*)

melt (see *mold*)

melter (see *molder*)

memoranda
memorandum 

merge (see *emerge*)

mersion (see *emersion*)

migrate (see *emigrate*)

migration (see *emigration*)

mine
my own

mining
Montana
mountain

ministry
monastery

min'ute
minute
month

misses
Mrs.

mission (see *machine*)

missionary
(see *machinery*)

mixed
mixture

mold
melt

molder
melter

monastery (see *ministry*)

Montana (see *mining*)

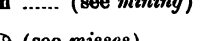
month (see *minute*)

mortally (see *hardly*)

most (see *almost*)

mountain (see *mining*)

Mrs. (see *misses*)

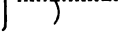
murderess
murderous
murders


my own (see *mine*)

myself (see *himself*)

mystery (see *history*)

N.

narrated
quoted


near (see *inner*)

nerve (see *innerve*)

new (see *anew*)

Newark
New York

New York City
New York State

next (see *annexed*)

nicely (see *honestly*)

no (see *any*)

nobody (see *anybody*)

none (see *any one*)

no one (see *any one*)

no other (see *another*)

not necessary
unnecessary

nothing (see *anything*)

notification
(see *information*)

notified (see *informed*)

notify (see *inform*)

notifying (see *informing*)

now
on him

nuisance (see *incense*)

O.

obsolete (see *absolute*)

obsoletely (see *absolutely*)

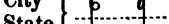
occupied (see *copied*)

occupy (see *copy*)

O'Connell (see *Connelly*)

O'Connor (see *Connor*)

of (see *after*)

of him
of whom


office (see *forms*)

old (see *late*)

older (see *later*)

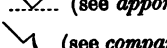
oldest (see *latest*)

on him (see *now*)

on the whole
undoubtedly

operation (see *apportion*)

operative (see *comparative*)

operator
porter 

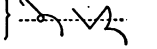
opposite (see *apposite*)

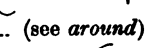
opposition (see *apposition*)

oppressor
pursuer

or not (see *around*)

O'Reilly
Reilly

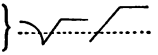
O'Rourke
Rourke 

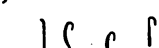
other
their, there
at all 

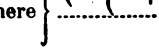
others
theirs

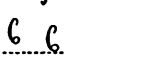
our (see *her*)

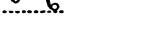
ours (see *hers*)

over
very 

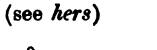
overarch
overreach 

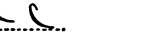
overdraw
overdrew 

overlade
overload 

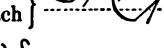
overran
overrun 

overreach (see *overarch*)

oversaw
oversee
oversew 

overshade
overshadow 

overtake
overtook

overthrew
overthrow 

overtook (see *overtake*)

own (see *know*)

owns (see *knows*)

P.

panic (see *bank*)

Parisian (see *Persian*)

part (see *apart*)

partly (see *haply*)

partner
part owner

party (see *apart*)

passable
possible

passed
past
paused

passionate
patient

past (see *passed*)

pastor (see *compositor*)

pasture (see *compositor*)

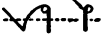
pathetic (see *apathetic*)

patient (see *passionate*)

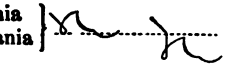
pattern
patron

paused (see *passed*)

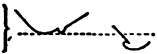
pellucid
placid



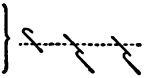
Pennsylvania
Pittsylvania



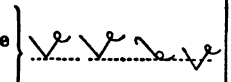
penury
pioneer



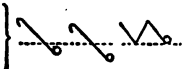
people (n.)
people (v.)
pupil



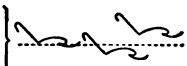
per cent
personate
present
pursuant



perhaps
propose
purpose

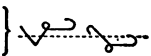


permanent
preëminent
prominent



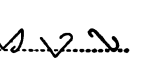
persecute
prosecute

persecution
prosecution



Persia
Prussia

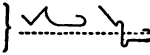
Persian
Parisian
Prussian



personate (see *per cent*)

pertain (see *appertain*)

petrifaction
putrefaction



petrified
putrefied

petrify
putrefy

philosopher

(see *falsifier*)

physical (see *fiscal*)

pioneer (see *penury*)

Pittsylvania

(see *Pennsylvania*)

placid (see *pellucid*)

plainer
plenary

plaster (see *blast*)

plastered (see *blasted*)

plasterer (see *blaster*)

plastering (see *blasting*)

plenary (see *plainer*)

poor
pure

poorer
purer

poorly
purely

poorness
pureness

portend
pretend

porter (see *operator*)

portion (see *apportion*)

position (see *apposition*)

possession (see *apposition*)

possible (see *passable*)

predicate
predict
product
protect

predication
prediction
production
protection

preëminent (see *permanent*)

prefer
proffer

premise
promise

preparation (see *appropriation*)

prescribe
proscribe

prescription
proscription

present (see *per cent*)

pretend (see *portend*)

princes
princess

probation (see *approbation*)

product (see *predicate*)

production (see *predication*)

proffer (see *prefer*)

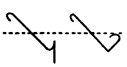
prohibition (see *approbation*)

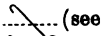
prominent (see *permanent*)

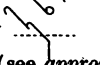
promise (see *premise*)

property (see *appropriate*)

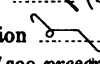
proportion
(see *appropriation*)

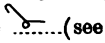
proportionate
proportioned 

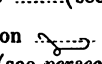
propose  (see *perhaps*)

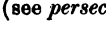
propriety 
(see *appropriate*)

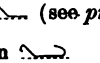
proscribe (see *prescribe*)

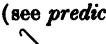
proscription 
(see *prescription*)

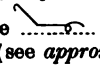
prosecute  (see *persecute*)

prosecution 
(see *persecution*)

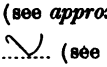
protect  (see *predicate*)

protection 
(see *predication*)

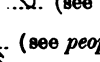
proximate 
(see *approximate*)

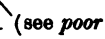
proximation 
(see *approximation*)

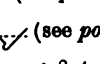
Prussia (see *Persia*)

Prussian  (see *Persian*)

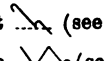
pupil (see *people*)

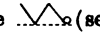
pure  (see *poor*)

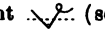
purely  (see *poorly*)

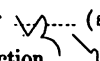
pureness  (see *poorness*)

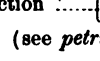
purer (see *poorer*)

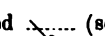
purport  (see *appropriate*)

purpose  (see *perhaps*)

pursuant  (see *per cent*)

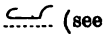
pursuer  (see *oppressor*)

putrefaction 
(see *petrifaction*)

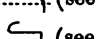
putrefied  (see *petrified*)

putrefy (see *petrify*)

Q.

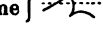
quality  (see *equality*)

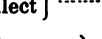
queer (see *clear*)

quoted  (see *narrated*)

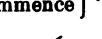
R.

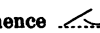
reassume
resume

recall
recollect 

recognize
recommence 

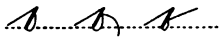
recollect (see *recall*)

recommence 
(see *recognize*)

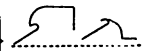
red
ruddy 

refiner
refinery

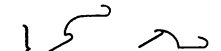
register
registrar
registry



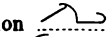
reflect
refract



reflection
refraction

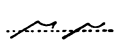


refract (see *reflect*)

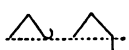
refraction  (see *reflection*)

Reilly (see *O'Reilly*)

renewed
ruined



representation
reputation



resume (see *reassume*)

Rourke (see *O'Rourke*)

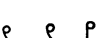
ruddy (see *red*)

ruined (see *renewed*)

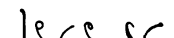
ruption (see *eruption*)

S.

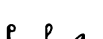
safe
sofa
stove



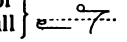
safely
safer
very well



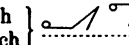
said
state
stated

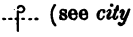


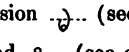
school
skill

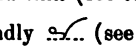


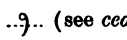
scorch
scratch

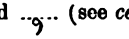


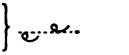
seat  (see *city*)

secession  (see *cessation*)

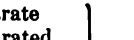
second  (see *consequent*)

secondly  (see *consequently*)

seize  (see *cease*)

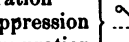
seized  (see *ceased*)

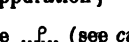
send
sent



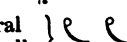
separate
separated
spared
sport
spread
support
suppurate

separation
suppression
suppuration

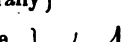


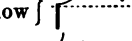
settee  (see *city*)

several
severally

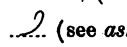


shade
shadow



shale  (see *ashore*)

shallow (see *ashore*)

shell  (see *ashore*)

shoal (see *ashore*)

shore (see *ashore*)

shrewd (see *assured*)

shrewdly (see *assuredly*)

sign (see *assign*)

signed (see *assigned*)

situation
station }

skill (see *school*)

society
system }

sofa (see *safe*)

spared (see *separate*)

special class
sub-class }

special committee
sub-committee }

special contract
sub-contract }

sport (see *separate*)

spread (see *separate*)

staid
steady }

staidness
steadiness }

state (see *said*)

stated (see *said*)

statesman
statesmen }

station (see *situation*)

steadiness (see *staidness*)

steady (see *staid*)

stove (see *safe*)

sub-class (see *special class*)

sub-committee
(see *special committee*)

sub-contract
(see *special contract*)

support (see *separate*)

suppose
supposed }

suppression
(see *separation*)

suppurate (see *separate*)

suppuration
(see *separation*)

sure (see *assure*)

suspend
sustained }

system (see *society*)

T.

take part
take up

taste
test

taster
tester

tenable (see *attainable*)

tenement (see *atonement*)

test (see *taste*)

tester (see *taster*)

thanked
thank the
thawed
thought

the (see *a*)

their (see *other*)

theirs (see *others*)

theism (see *atheism*)

theist (see *atheist*)

theistic (see *atheistic*)

there (see *other*)

there are
there were

thereat
thereto

therein
thereof
thereon

thereinto
thereunto

thereof (see *therein*)

thereon (see *therein*)

thereto (see *thereat*)

thereunto (see *thereinto*)

these
this
those

thoroughly (see *fairly*)

thought (see *thanked*)

time (see *autumn*)

to sell
to use

too young
to your

together (see *again*)

totally
wholly

train
turn

trinity (see *eternity*)

true (see *dear*)

truth (see *dear*)

turn (see *train*)

U.

ulcerate (see *lacerate*)

ulceration (see *laceration*)

unavoidable (see *inevitable*)

unceasing (see *incessant*)

undated (see *indebted*)

understood (see *interested*)

undoubted (see *indebted*)

undoubtedly (see *on the whole*)

unnecessary (see *not necessary*)

unnerve (see *innerve*)

use
yourself

uses
yourselves

V.

vacation (see *avocation*)

valiant
violent

valiantly
violently

valuable (see *available*)

valuation (see *convulsion*)

Vanderbilt
Vanderpoel

very (see *over*)

very well (see *safely*)

violation (see *convulsion*)

violent (see *valiant*)

violently (see *valiantly*)

vocation (see *avocation*)

void (see *avoid*)

voided (see *avoided*)

voluble (see *available*)

vouch (see *avouch*)

vow (see *avow*)

W.

wake (see *awake*)

waken (see *awaken*)

was not (see *had not*)

wasn't (see *had not*)

we all
we are
we will
what will

we can
what can

we can not
what kind

we would
would we

well (see *already*)

well-bred (see *ill-bred*)

were (see *are*)

were not
were there

wet
white
wide

what can (see *we can*)

what kind (see *we can not*)

what was (see *it was*)

what will (see *we all*)

when
whether
why

when did you
when do you
when had you

where (see *are*)

whereat (see *hereat*)

whereof (see *hereafter*)

whereto (see *hereto*)

wherewith (see *herewith*)

whether (see *when*)

which (see *each*)

which was (see *it was*)

white (see *wet*)

wholly (see *totally*)

why (see *when*)

wide (see *wet*)

woke (see *awoke*)

woman
women

would we (see *we would*)

Y.

yes
yes, sir

you are
you were
you will

you are not
you were not
you were there
you will not

yourself (see *use*)

yourselves (see *uses*)

young man
young men

PHRASING.

Judicious phrasing is a great element of speed and adds much to legibility. Phrases which can not be easily made should be avoided. A phrase which requires great care in writing should not be made, no matter how little space it may occupy on the written page. Flowing and easily-made forms are more rapid and more legible than briefer forms which require greater care. The proper basis for reckoning speed in shorthand is the time used in the writing, not the space saved in the note-book. Only those words which are naturally spoken together and which can be easily written together should be joined in phrases. A phrase should never be made to include words between which a grammatical or rhetorical pause occurs. Phrases which extend far below or far above the line should also be avoided.

The advantages of phrasing are clearly shown by taking such a phrase as *on the other side of the case*, writing it first in its proper form as a phrase, and then writing the words separately and counting the strokes, taking into consideration not only the lines used in forming the words, but also the movements which must be made in going from word to word.

The general principles of phrasing have been taught in connection with the preceding lessons. For convenience, a recapitulation of these rules is here given, with references to the pages on which they occur. To assist the student in forming the habit of phrasing judiciously a list of phrases is also given. This list includes only a small proportion of the phrases which are easily formed and available in practice, the main object being to illustrate principles and give the student an idea of the possibilities of phrasing. A careful study of the rules and principles of phrasing will enable the student to make thousands of useful phrases not included in the list.

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After, added to straight stems by f-hook and double-length . 59

In all other cases *after* is written in full, except in the phrase *year after year*, where a large hook is used on a curved stem to represent the sound of *f*.

All, added to both straight and curved stems by l-hook 66

Where the l-hook can not be used, *all* may be added by the stem L, written either upward or downward. See *that is all* and *that was all* in list of phrases.

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An, represented in phrases by breve Poid 27
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loses position when joined initially to stems . . 33
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And, represented in phrases by breve Poid 27
joined initially and finally to other breves . . 29
loses position when joined initially to stems . . 33
not joined initially to certain stems 34
joined medially and finally to stems 35
added in some phrases by n-hook 54
omitted in certain phrases 101

Another, added to both straight and curved stems by n-hook and double-length 59

In cases where the n-hook and double-length can not be used *another* is written in full. See *before another* in list of phrases.

Any and *no* may be distinguished in phrases by vocalizing *no*, or by disjoining *any* and writing it in third position.

Are, added by r-hook 66
where r-hook can not be used, by stem R written downward to distinguish from *were* . . . 105

In the phrases *how are you* and *what are you* the stem R is written downward to distinguish from *were*, while *and are you* and *and were you* are both written with the upward R and are distinguished by position.

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joined initially and finally to other breves . . 29
loses position when joined initially to stems . . 33
written upward before N 33
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In the phrases *he was*, *that he was*, etc., *he* is represented by the stem to avoid conflict with *I*. The stem is also used occasionally when the breve does not make a good joining. See *was he*, *was he there*, etc., in list of phrases.

Him, joined medially and finally in phrases 35

His, joined initially and finally to breves 30
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New, when forming part of a geographical name, is raised or lowered to allow the remaining part of the name to keep its position. See *New York City* and *New Jersey* in list of phrases.

Not, added by n-hook and half-length 54

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Remember, added by stem M in a few phrases . . . 102

Saint, when forming part of a geographical name, is raised or lowered to allow the remaining part of the name to keep its position. See *St. Louis*, *St. Paul*, etc., in list.

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Stairs, added by large loop and circle 42

State, outline varied in phrases 107

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Than, added by n-hook 54
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Many phrases in which *we* follows a word represented by a straight stem may be formed by joining the breve to the stem, but if preferred the w-hook may be used in all such cases. Phrases formed with the w-hook are not only speedy, but they are perfectly legible and allow the joining of a large number of words which can not be joined after the breve.

In some phrases *we* is represented by the stem W when the breve can not conveniently be used.

Well, sometimes represented by stem L 106

Were, written upward to distinguish from *are* . . 105

What, represented in phrases by Soid 27
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Who, represented in phrases by Joid 27
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joined initially and finally to other breves . . . 29
retains position when joined initially to stems . 32
not joined finally to stems 35

In some phrases *with* is represented by the stem TH.

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Without, represented in phrases by Thoid 27
joined initially and finally to other breves . . 29
retains position when joined initially to stems . . 32
not joined finally to stems 35

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In a few phrases *would* is represented by the stem W. See *would have been* in list of phrases.

You, *your*, represented in phrases by Noid or Moid . . 27
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loses position when joined initially to stems . . . 33
joined medially and finally to stems . . . 35
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Many phrases in which *you* follows a word represented by a straight stem may be formed by joining the breve to the stem, but if preferred the y-hook may be used in all such cases. Phrases formed with the y-hook are not only speedy, but they are perfectly legible and allow the joining of a large number of words which can not be joined after the breve.

The breve for *you* or *your* may be added after a circle. See *because you*, *as soon as you can*, etc., in list of phrases.

In some phrases *you* and *your* are represented by the stem Y when the breve can not conveniently be used. See *you have not*, *know your own*, etc., in list of phrases.

PHRASES.

A.

a contract
a great deal
a great deal of
a great many
a year ago
able to
about how far
about such matters
about that time
about when
above all
according to the
according to your
after all
after business hours
again and again
against the
against us
against you
all of
all of your
all our
all right
all the
all their
along their
although there is
always there
always was
am I
among all
among all their
among its
among our
among us
an emergency
and a
and are you
and as the
and as there is
and as there has been
and as they are
and company

and has the
and have
and have a
and have been
and I
and I have been
and is not
and is the
and of
and of the
and so forth
and that
and that is the
and the
and the other
and we
and were you
and with
and without
any more than
any one
any one else
any one else there
any one there
any other
any other statement
any other time
any part
any part of
any part of the
any part of their
any statement
anything about
anything else
anywhere else
are a
are all
are not
are the
are there
are we
are we not
are you
are you aware
are you not
are you sure
as a
as a matter of fact

as a rule

as far as

as far as they have

as far as you can

as good as

as good as the

as great as

as I

as I am

as I have

as I have never been

as I knew

as is

as lately as

as little as

as long as

as long as the other

as long as there is

as other

as our

as soon as

as soon as possible

as soon as there is

as soon as you can

as such

as that

as there is no other

as they are

as they have been

as they have been there

as this is their

as to

as to the

as to whether

as we

as we have been

as well as

as you

as you have been

at a

at all events

at all times

at an early day

at another

at any rate

at first

at last

at least

at or

at or about

at or about that time

at or near

at other

at our

at some time

at that

at the same time

at the time

at their

at their own

at your

at your service

at what

Atlantic ocean

attend your

B.

back stairs

bank account

Baptist church

be able to

be there

bear in mind

bearing in mind

because I was

because the

because there is

because they are

because you

become of their

been there

before and after

before another

before any other

before no other

before or after

before or since

before us

before you

before you were

begin their

best of my recollection

best of your recollection

best recollection

better than

between the

between us

bill of exchange

bill of lading

bill of particulars

bill of sale

book store

both sides

both sides of the

but it is not

but one

but the

but we

by a

by all

by and by

by another

by express

by its

by mail

by one

by other

by our

by return mail

by that

by the by

by the way

by their own

by virtue of

by your

by your order

C.

call their

call upon

call your attention

can have

can have been

can have the

can have their

can not

can not be

can not say

can not see

can there be

can we

can we tell

can you

can you state

can you not

car loads

car lots

care of

cause of action

causes of action

certain extent

change of

charging a

charging him

charging the

charging your

chief clerk

circumstances of the case

Constitution of the U. S.

could have been

could have been there

could not

could you

course of business

Court of General Sessions

Court of Sessions

copy of

copy of the

copy of their

D.

day after day

day of

day of the

day of the week

day or two

day time

dear friend

dear madam

dear sir

delivering a

did he

did I not

did not

did you

did you ever

did you give

did you have

did you remember

direct examination

do away

do not know of

do you believe

do you belong

do you ever

do you have

do you know

do you mean to be

do you own
do you remember
does the
doing their
don't you
down there
drug store
dry goods store
during that time
during the time

E.

each of which
each other
each week
earlier than
Eastern States
eight or ten
Episcopal church
et cetera
ever been
ever since
every one
every time

F.

faster than
fellow citizens
first-class
first place
first rate
first time
five or six
for all
for all the
for another
for his own account
for instance
for its
for many years
for my own part
for my part
for several years
for some reason
for some time
for that
for the purpose
for the purpose of the
for the purpose of their

for the purposes

for the sake of

for the use of the

for this purpose

found him

four or five

Friday afternoon

from all

from all other

from day to day

from generation to generation

from hour to hour

from house to house

from place to place

from time to time

from week to week

from your

from your own knowledge

full extent

further than

G.

gather together

gentlemen of the jury

getting your

give a

give the

giving the

going there

good bye

good deal

good evening

good morning

good night

great extent

great number of

great while ago

greater or less

greater part of

H.

had a

had been done

had he

had not

had or not

had the

had there been

had therefore

had we

had we seen you
had you
had you been
had you ever
half an hour
has a
has done
has had
has he
has his
has it
has it not
has its
has not been
has that
has there been
has therefore
have another
have been
have not
have our
have some
have there
have we
have you

have you been
have you seen
he can
he commences
he could
he knows
he said
he says
he should
he stated
he told me
he was
he was there
he will
he will be
here and there
hour after hour
House of Representatives
Houses of Congress
how are you
how do you remember
how far
how I
how long after
how many times

how soon after .....

how were you .....

how you .....

I.

I advise .....

I am certain .....

I am of the opinion .....

I am sure there is .....

I am therefore .....

I believe .....

I call .....

I can .....

I conclude .....

I consider .....

I could .....

I dare .....

I dare say .....

I decline to say .....

I do not know .....

I do not think .....

I find .....

I found .....

I had been .....

I have .....

I have a .....

I have been .....

I have found .....

I have seen .....

I hope you will .....

I knew .....

I mean to be .....

I might not .....

I remain .....

I return .....

I said .....

I sent you .....

I shall .....

I shall therefore .....

I should .....

I should not .....

I should not be .....

I stated .....

I suppose there is .....

I suppose they have .....

I think it is .....

I trust .....

I was .....

I went .....

I will .....

I will be

I will not

I will not be

I wish

I would

I would say

if I may

if it is

if it is necessary

if possible

if so

if such

if there is any

if there is no

if these

if they are

if you

if you have been

if you were

in accordance

in addition

in advance

in all probability

in another manner

in any case

in any way

in charge of their

in consequence

in consideration

in fact

in full

in like manner

in its

in no case

in order that

in other words

in our

in point of fact

in stock

in receipt of your

in reference

in regard

in relation

in reply

in response

in some other way

in such cases

in the course

in the evening

in the matter of

in the meantime
in the midst
in the morning
in this matter
in us
in view of the fact
in your opinion
in yours of the
inasmuch as
inside of
instead of the
insurance company
into the
is as
is he
is it not
is it possible
is there any objection
is there anything
is therefore
it has been
it is a
it is clear
it is said
it is the best
it is therefore
it therefore
it was
it will be
it will not

J.

just after
just as
just as good as
just as much as
just as soon as
just as well as
just before
just inside of
just now
just received
just such

K.

know of
know your
know your own

knows a

knows you

L.

laid down

larger than

last night

last time

last week

later than

latter part of

less than

let a

let the

let us

let us not

let us see

letter of the

life estate

like to have you

long after

longer than

look after

look at

lower than

M.

many as possible

many such

matter of fact

may as well

may be able to

may have

may have been

may have been there

mean to

mean to be

mean to be understood

Methodist church

Monday afternoon

more and more

more or less

more than

most likely

most of the time

Mr. Chairman

Mr. President

Mr. Smith

much more

much more than

much of

must be

must be there

must have

must have been

must have been there

must not

my dear sir

my own

N.

New Jersey

New York City

New York State

nine or ten

no doubt

no, sir

northeast quarter

Northern States

northwest quarter

not only

notwithstanding the fact

now and then

number of

number of their

number of your

O.

objected to

of all

of all others

of all the

of considerable

of course

of his

of his own

of it

of its

of my

of other

of our

of some

of such

of that

of their

of these

of us

of what

of your

off and on

on his part

on its

on my own part
on my part
on one occasion
on or about
on or after
on or before
on our account
on the contrary
on the other hand
on the part of
on the subject
on the whole
on us
once in a while
once or twice
one of our
one of the
one or both
one or more
one or two
one side of the
or not
or otherwise
or our
or the

other than
ought to have
ought to have been
our own
out of
out of the way
over the
over their
owing a
owing the
owing you

P.

Pacific ocean
part of a
part of the country
party of the first part
party of the second part
part of your
per annum
per cent
per minute
per month
perhaps not
personal estate

place of business

point of fact

postage stamp

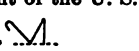
postal card

Postmaster General

Presbyterian church

present time

President of the U. S.

pro rata 

promissory note

putting a

putting the

putting your

Q.

quarter section

question of the

questioned the

questions of the

quit-claim

quite as much

quite certain

quite likely

quite probable

quite sure

quite sure they are

quo warranto

R.

railroad company

railroad station

railway company

rather than

real estate

real property

receipt of your

received your letter

recent date

re-cross examination

re-direct examination

remain there

representing him

representing you

respectfully yours

return mail

right and wrong

right or wrong

river trade

Roman Catholic church

round about

S.

said and done

said or done

St. James

St. Louis

St. Paul

St. Peter

sanction their

Saturday after next

Saturday afternoon

Savior of the world

season of the year

Secretary of State

Secretary of War

seems to be

seems to have

seems to me

send us

set forth

shall another

shall have been

shall have been there

shall not

shall not be

shoe store

short time

shorter than

show you

since his

since I have been

since I have seen you

since there is

since they are

six months

six or eight

six or seven

slower than

so as to

so far as

so far as you can

so far as you know

so far as you remember

so that

so to speak

some of the

some of those

some one

some time

some way

some years ago

somehow or other
southeast quarter
Southern States
southwest quarter
state how many
state of facts
State of New York
State of Wisconsin
subject matter
such a
such another
such as
such as are
such as we have
such as were
such other
suppose you were

T.

take away
take care of
take charge
take occasion
take part
take up

take us
take your
take your own
tell him
tell how many
tell me
tell us
ten days
ten or fifteen or twenty
ten times
ten thousand dollars
than a
than otherwise
than the
than there
thank the
thank you
thanking you
that a
that day
that has
that have
that he was
that I am
that I was

that is all
that is an
that is the
that is to say
that it has not
that that
that the
that the other
that there is
that therefore
that they are
that they will
that was all
that we shall
that were
that will
that you
that you have been
that you must be
that you were
that you were not
that you would be
the complainant
the conditions
the contract

the other day
the other side
the other side of the case
their own
then where did you go
there are
there have been
there is no
there may not have been
there were
there will be
there would
they are
they are able to
they are not
they are therefore
they did
they had
they have been there
they have not
they have not spoken
they have spoken
they were
they were not
they were there

they will
they would be
think there is no
this afternoon
this case
this cause
this company
this is
this is a
this is the
this is their
this morning
this state
this subject
this time
those circumstances
those who can
three or four
to a
to a certain extent
to all
to all intents
to be used
to be found
to call

to call upon you
to come
to get
to give
to go
to have
to have a
to have the
to have been
to his
to him
to let
to make
to meet
to other
to our
to receive your
to sell
to send
to the
to the time
to their
to use
to what
to whom

today
together with
tomorrow
tonight
toward you

U.

unable to
under date
under the circumstances
U. S. of America
U. S. Senate
U. S. Senator
unless a
unless the
unless there is
unless you
unless you know
until the
until there is
up and down
up to date
up to the time
upon such
upon the

V.

very best
very certain
very great extent
very probable
very seldom
very soon after
very soon thereafter
very sure
very truly yours
very well
vice-president

W.

was a
was another
was he
was he not
was he there
was not
was received
was said
was the
was there anything said
way of

we all
we are
we are not
we are very glad
we believe
we can
we can not
we can not see
we could
we could not
we do not know
we did not see you
we find
we had
we have
we may
we regret
we shall
we shall be glad
we trust
we will
we wish
we would
we would ask you
Wednesday afternoon

week after next
week or ten days
well done
well known
well-meaning
were a
were it not
were the
were you
were you able to
were you aware
what are you
what can
what can not
what did you
what do you
what I
what is known
what is your
what of it
what of that
what of the
what part of the
what sort of a
what were you

what will

what would

what would a

what would be

what would you

when he would be there

when I

when is your

when such a

when this

when we

when will

when would

when would you

when you

when you have

where did you go

where do you live

where do you reside

where the

where there has been

where they are

where was

where was a

where was the

where was your

where we

where were they

where were you

where will

whether or not

which are

which have been

which one

which was

which were

which will

which would be

which you have

while the

while there is

why the

who are

who has been

who said

who were

who will

will be

will be sent you

will have

will the
will you be there
wish you would
with all the
with each
with their
with reference
with relation
with respect
with us
with what
with which
with whom
without doubt
without that
without us
without your
witness stand
workmanlike manner
worse than
would have been
would not be
would say
would we
would you not

Y.

year after year
year and a half
year or two
years and years
years of age
years old
yes or no
yes, sir
you and I
you are not
you are the
you can
you had
you have not
you should
you should not
you should not be
you will
you would
you would have
you would not be
your favor of the
your own
yours of the

BUSINESS LETTERS.

The reading exercises which follow are designed to train the student in the reading of unvocalized shorthand. In the early pages a few vowels are written, while in the later pages only unusual words are vocalized. In reading the student should keep in mind the sense of the sentence, as a word which standing alone would be difficult to read without vowels is often easily read in connection with other words.

Each letter should be studied until it can be read without hesitation. It should then be written in shorthand, care being taken to have all the outlines correct. To get the best results each letter should be written many times, at first slowly, and then with increasing speed as the outlines become familiar.

The short parallel lines indicating capitalization may be omitted in writing names and addresses at the beginning of business letters. In practice the stenographer may safely omit these marks in writing all proper names with whose outlines he is familiar.

In taking dictation it is best to write all unfamiliar proper names, or names with peculiar spelling, in longhand. For this purpose small letters are more rapid and safer than capitals. After the stenographer becomes familiar with a name he should write it in shorthand.

A convenient method of insuring accuracy in the names and addresses of business letters in actual correspondence is for the dictator to place on each letter a number, the stenographer placing a corresponding number at the beginning of the letter in his notebook. The original letters are then turned over to the stenographer and the addresses are taken direct from the letters. This method not only saves the time of the dictator, but diminishes the danger of error in this important part of the letter.

In writing familiar matter vowels may be omitted. Unfamiliar words, however, should have one or more vowels inserted. The ability to write vowels rapidly and accurately is of great value to even the most advanced writers.

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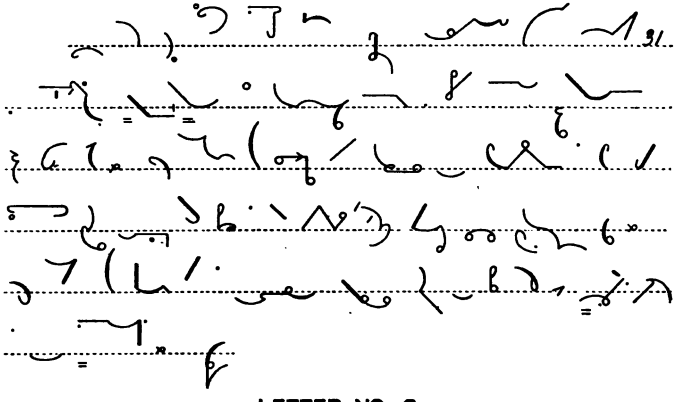

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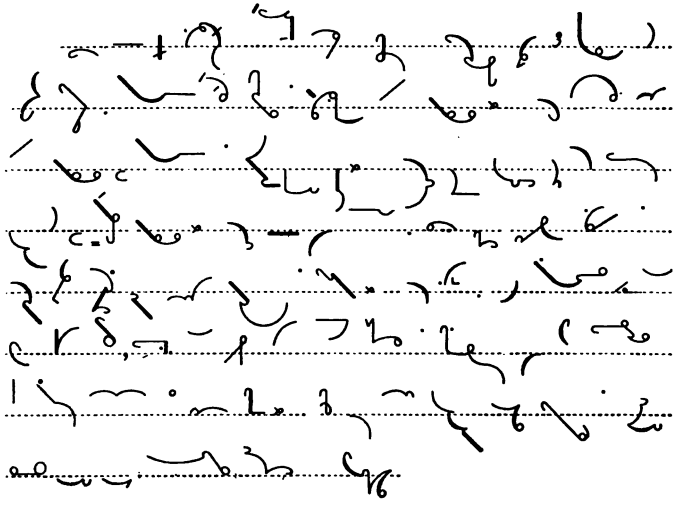

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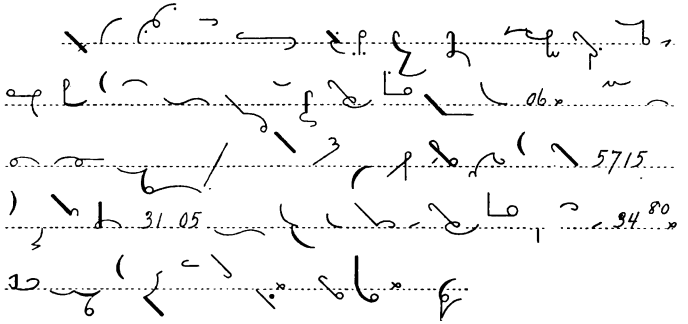

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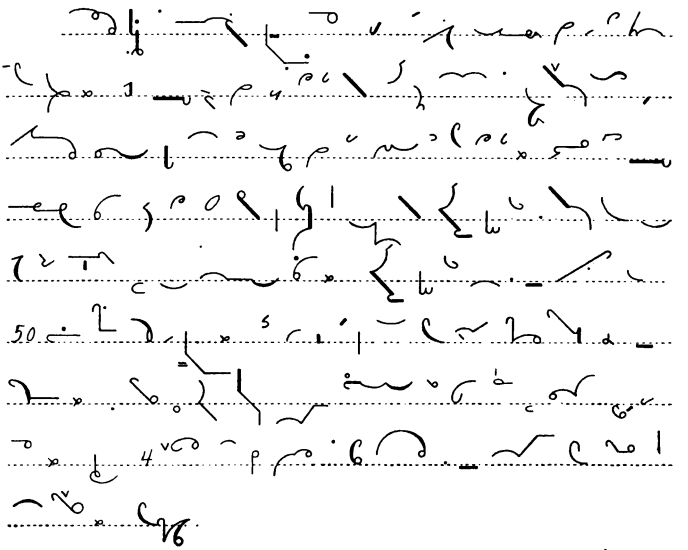

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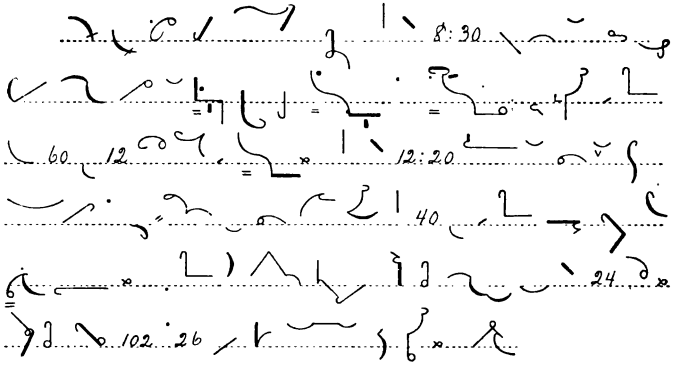

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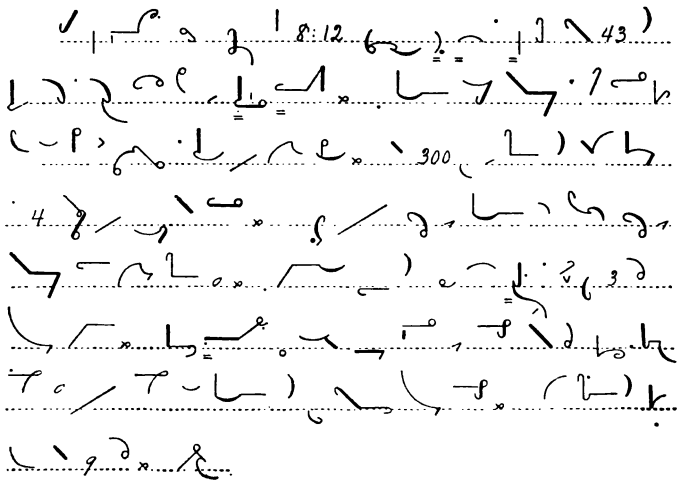

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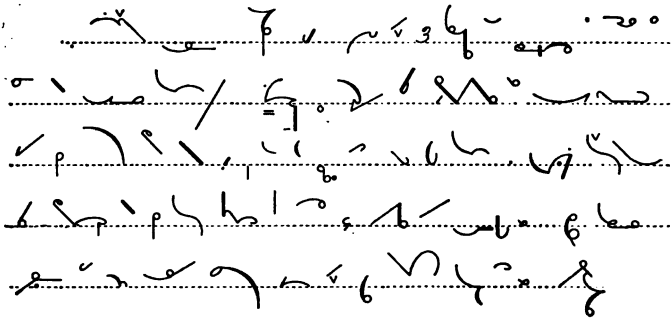

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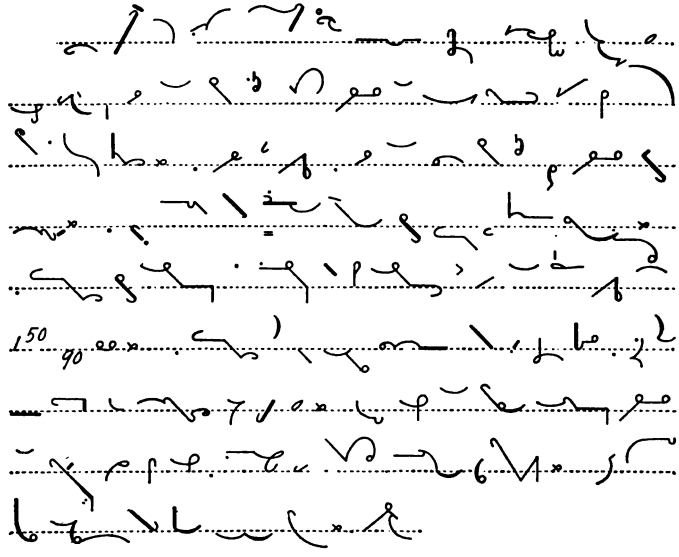

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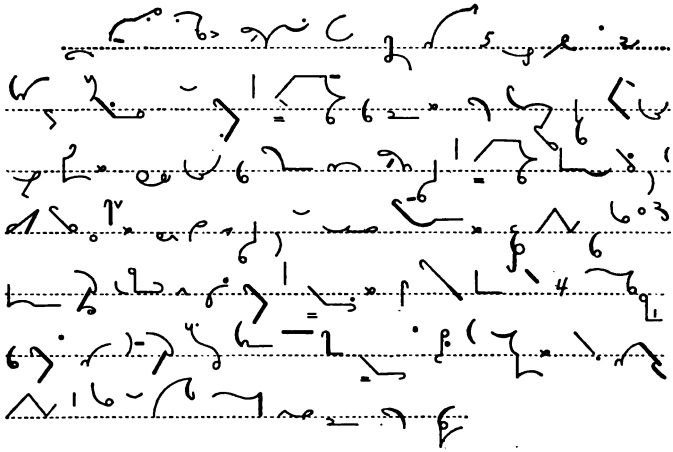

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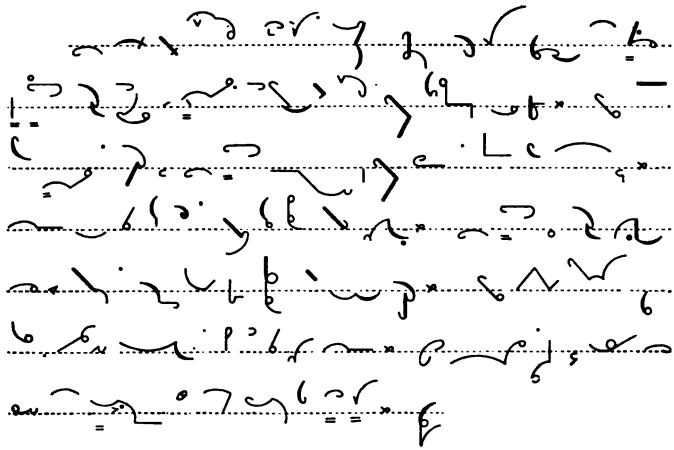

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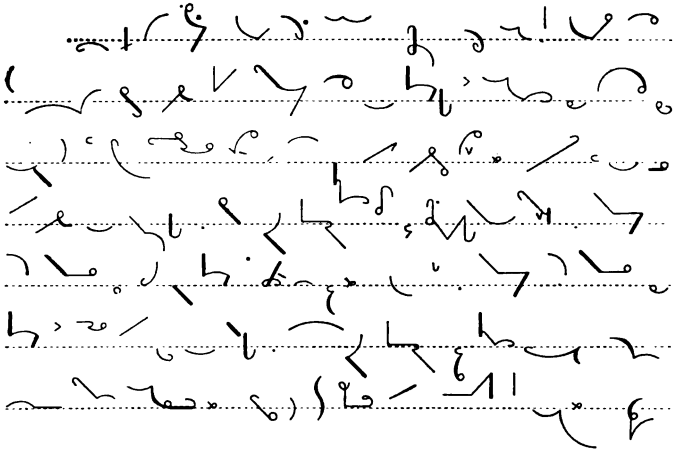

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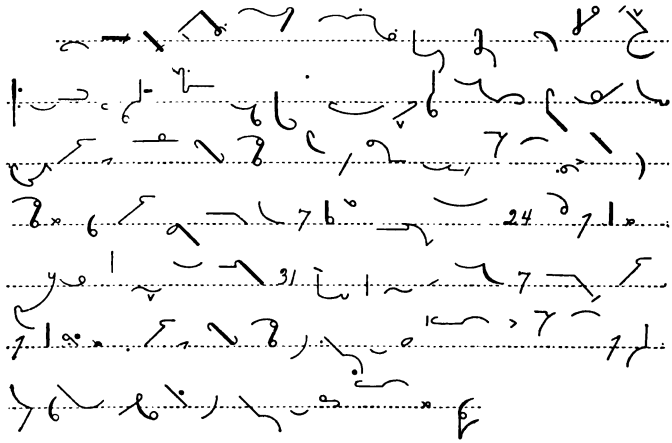

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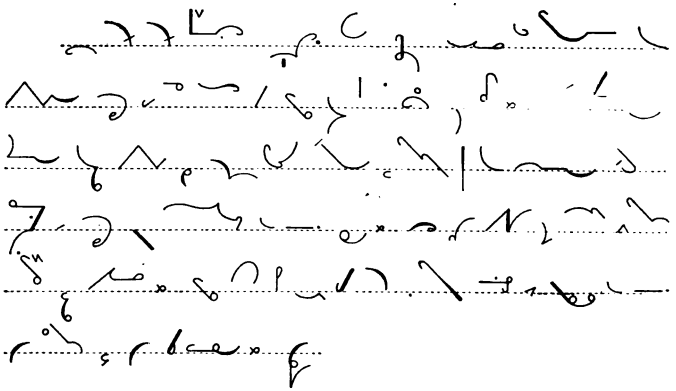

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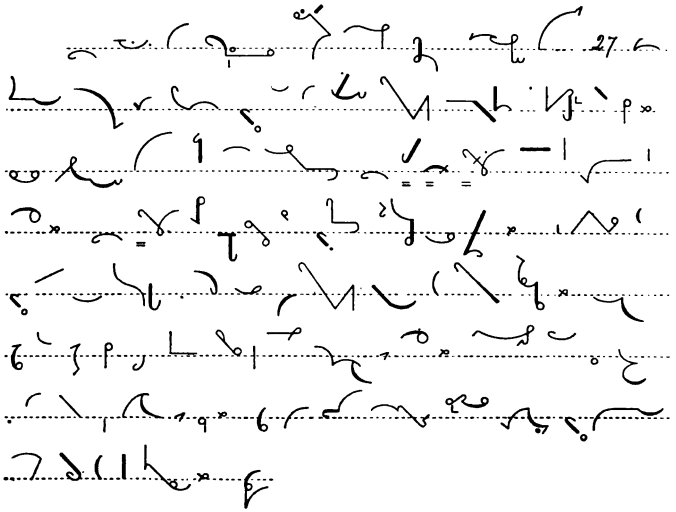

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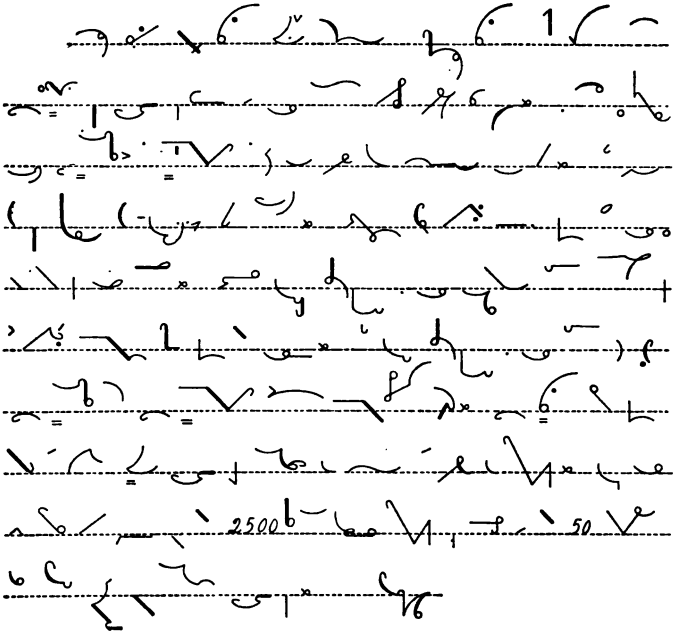

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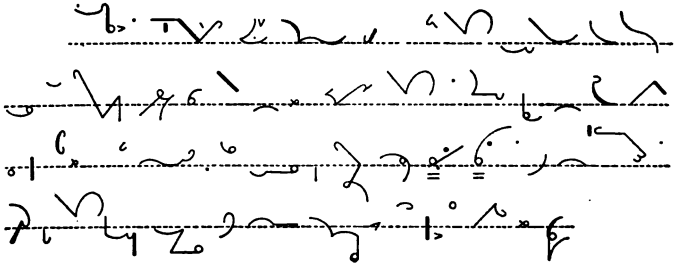

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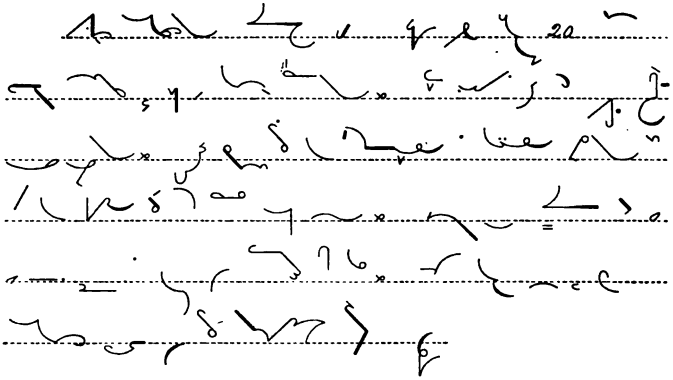

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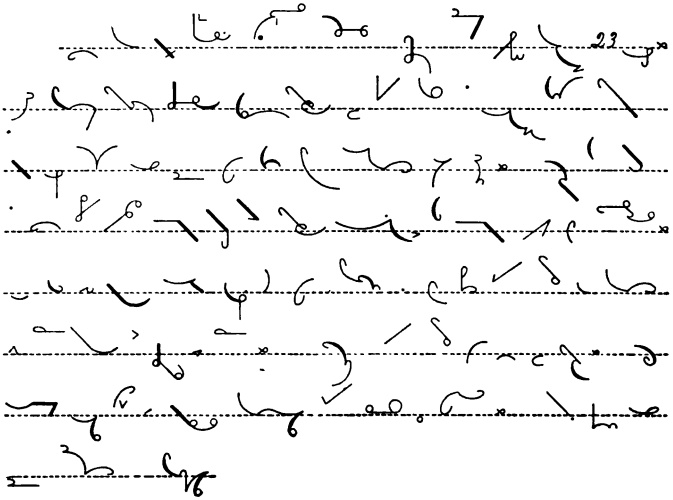

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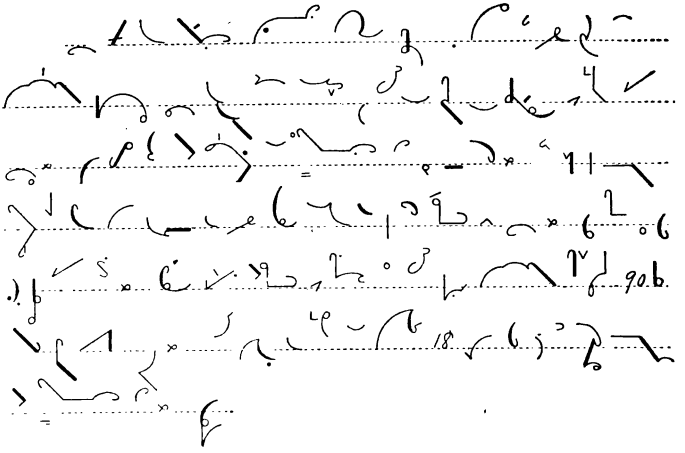

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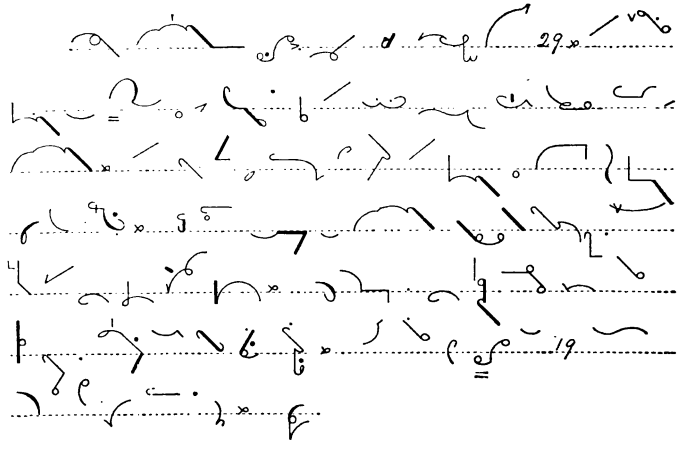

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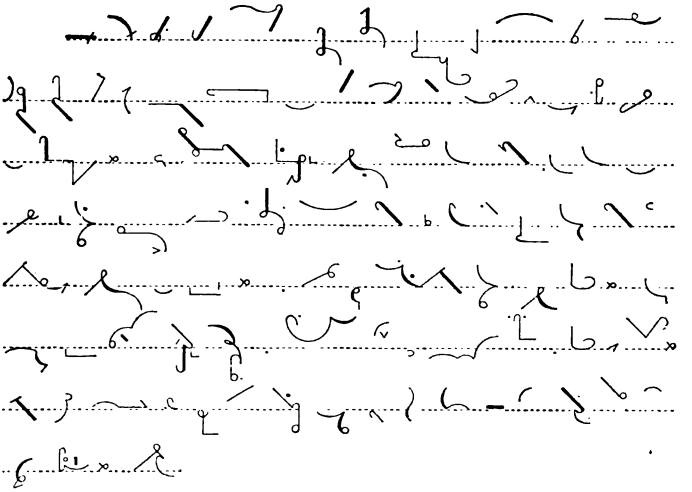

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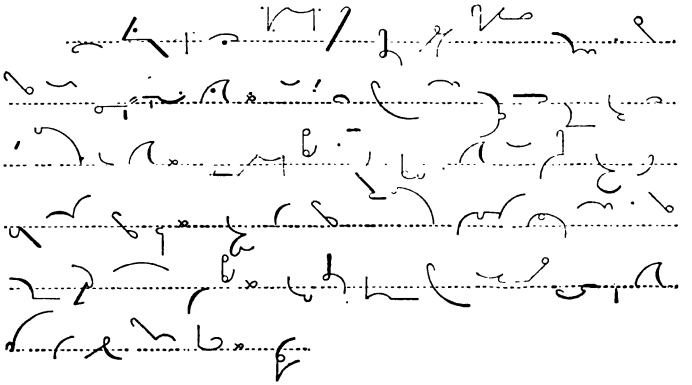

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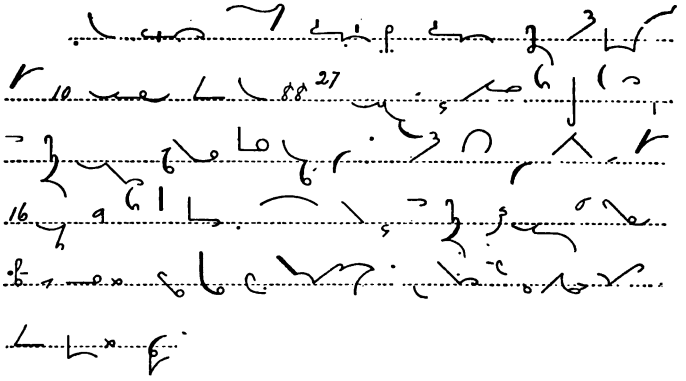

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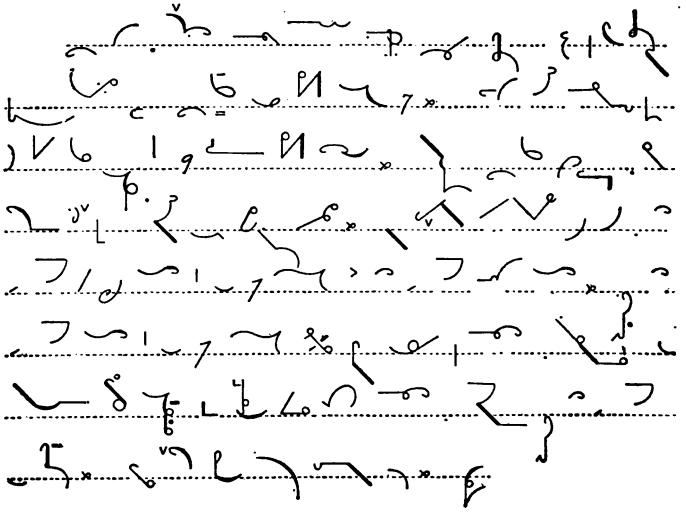

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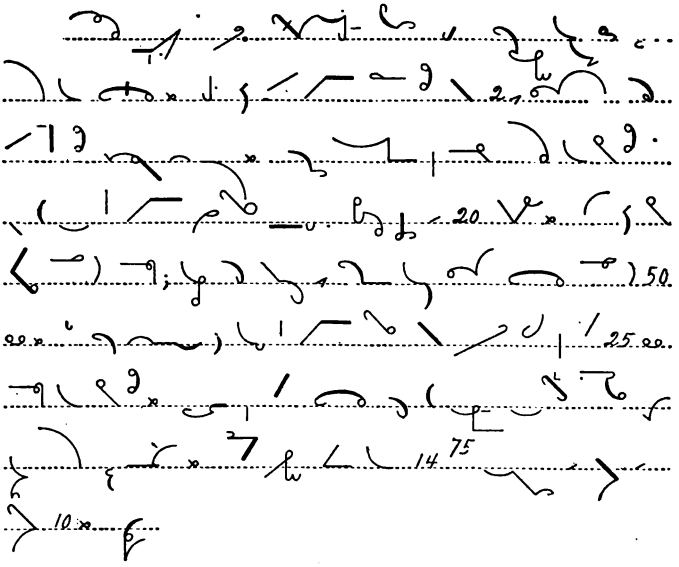

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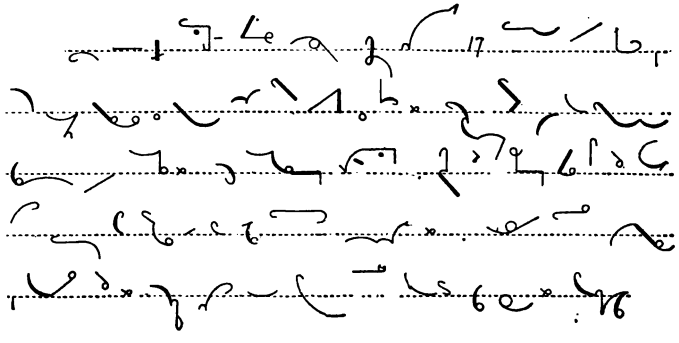

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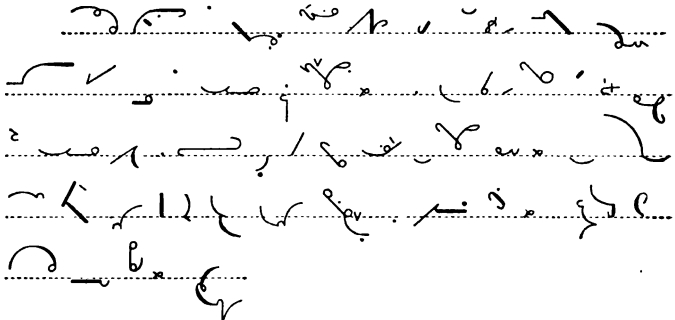

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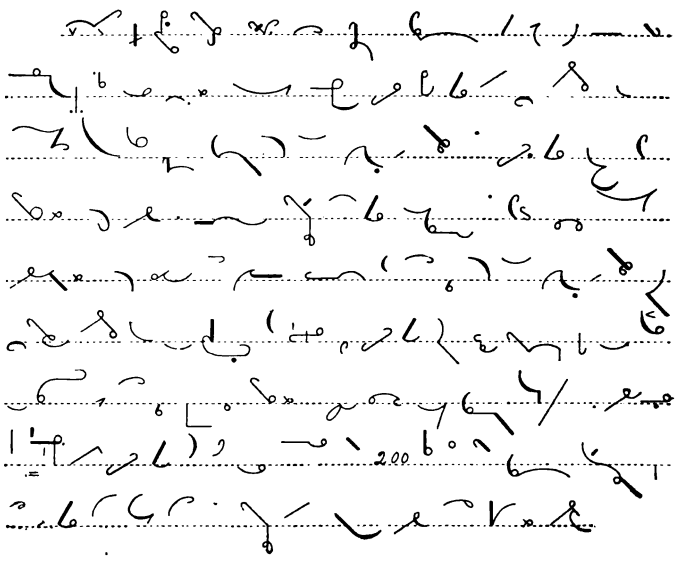

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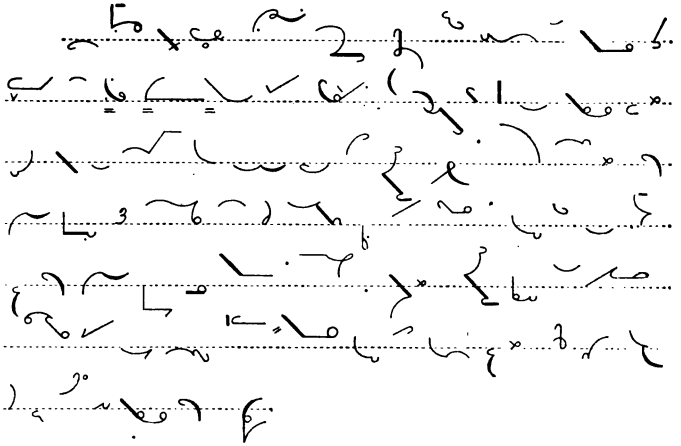

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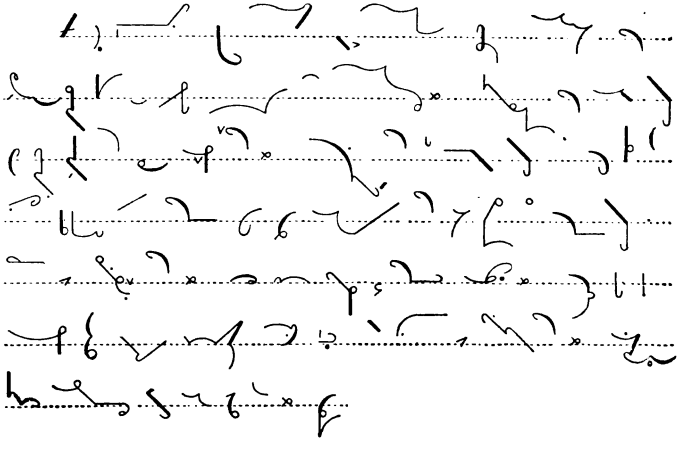

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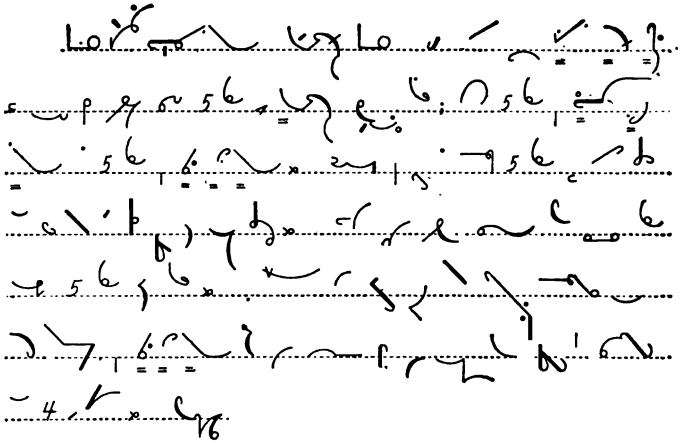

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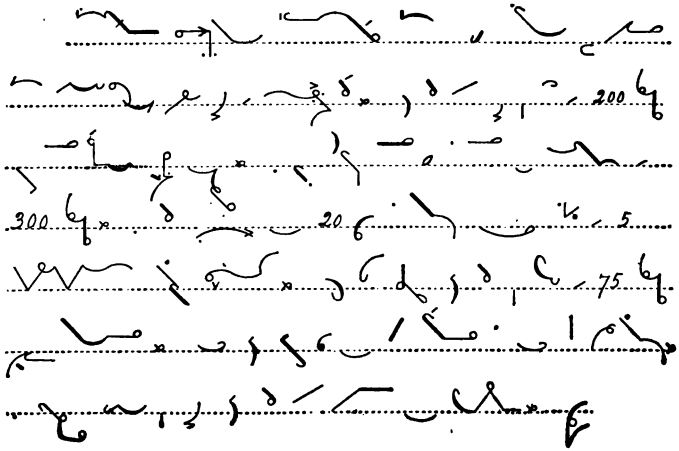

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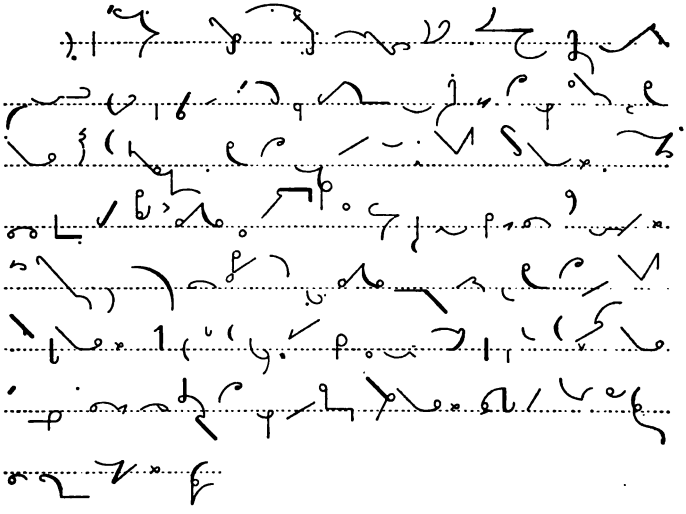

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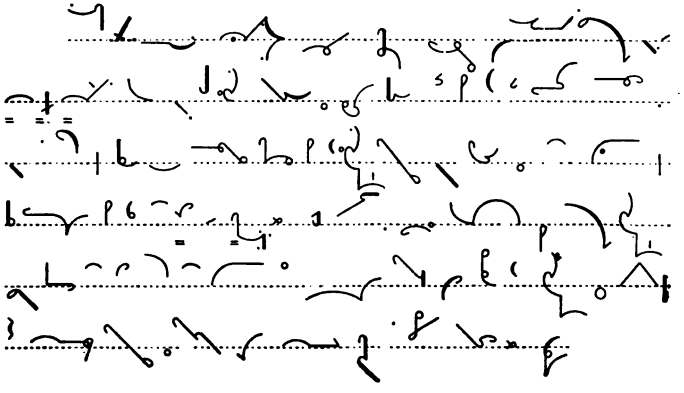

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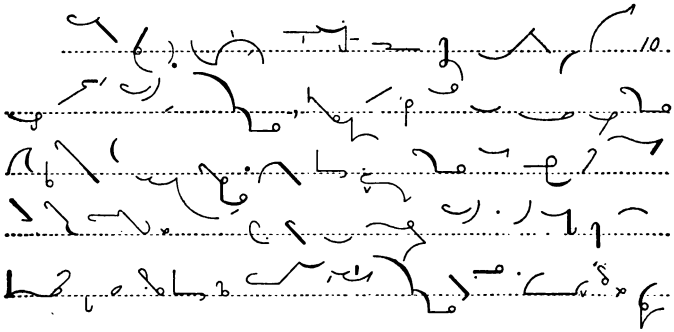

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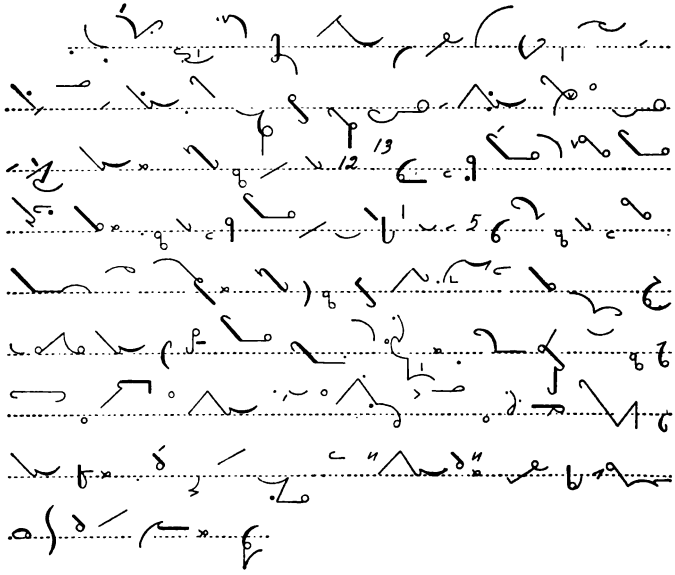

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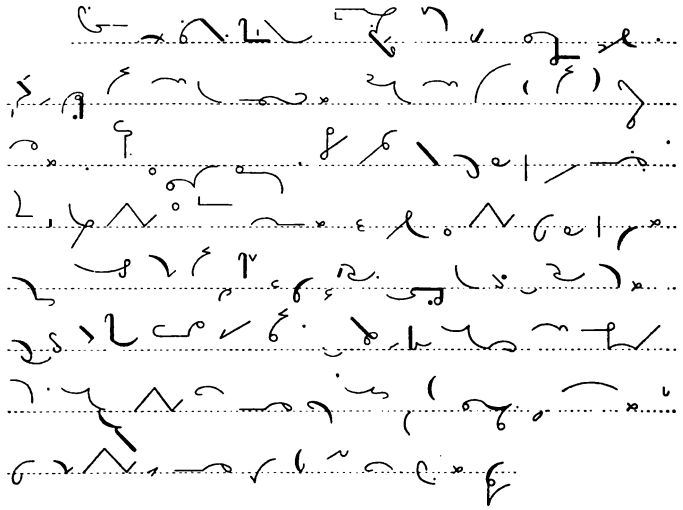

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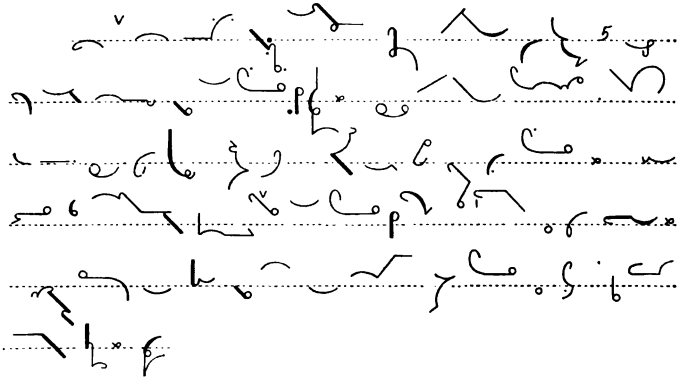

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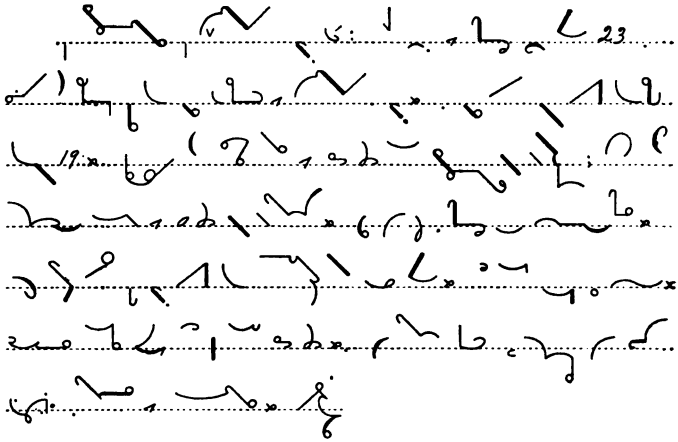

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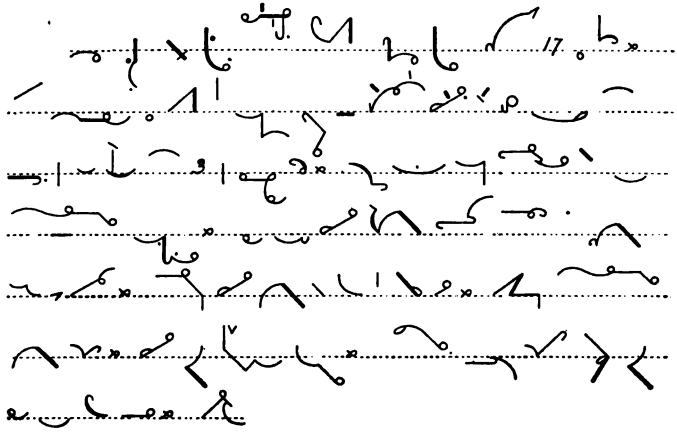

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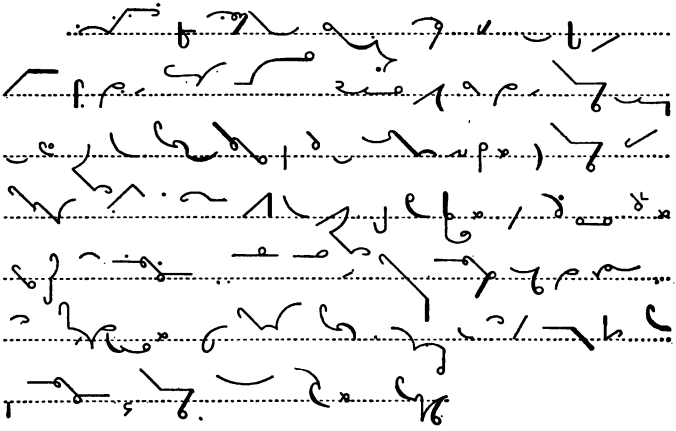

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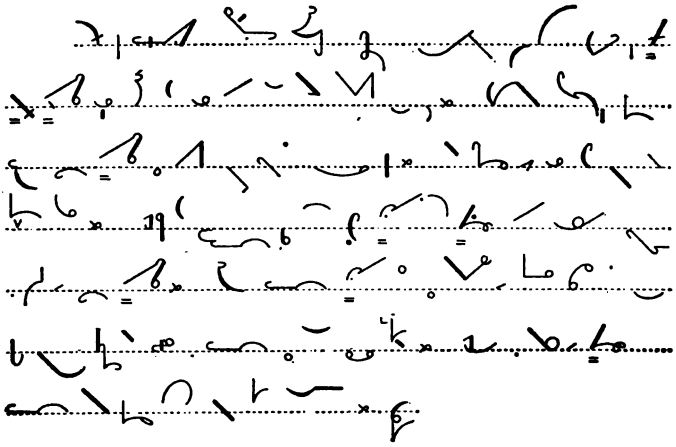

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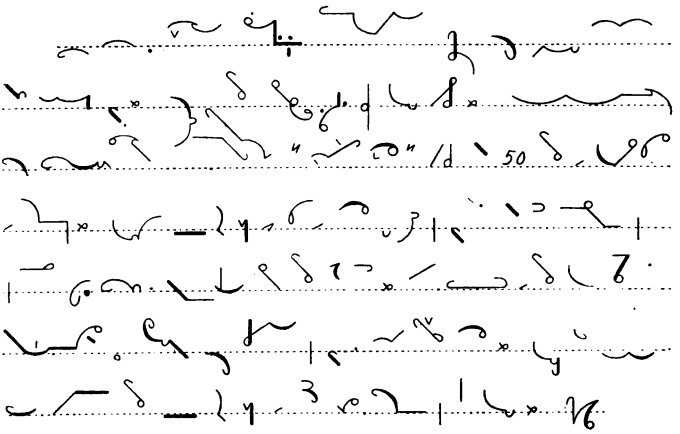

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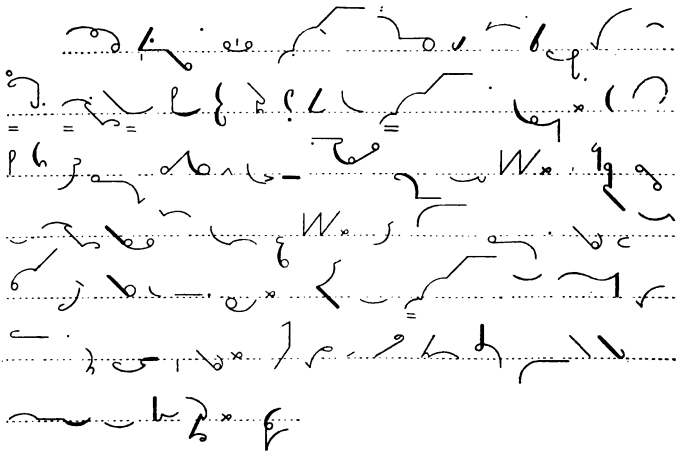

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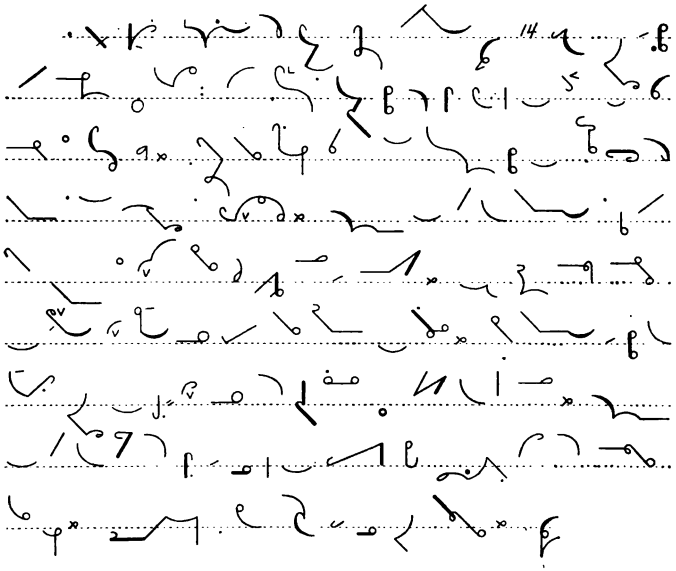

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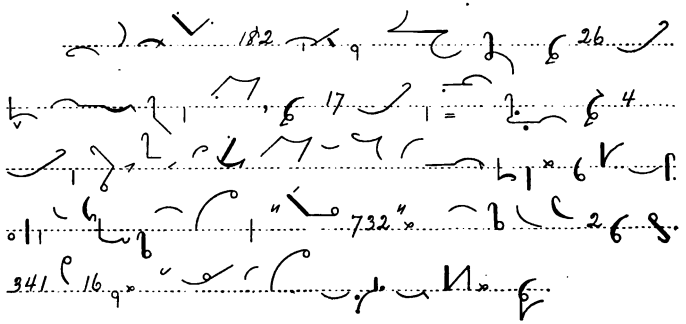

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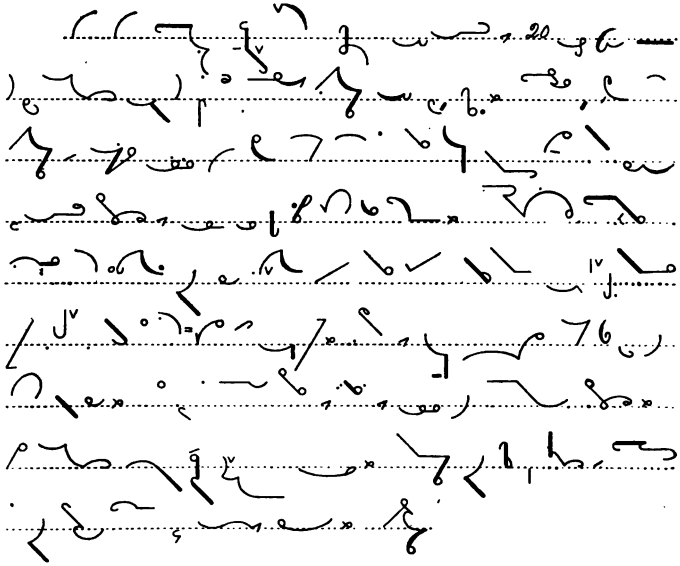

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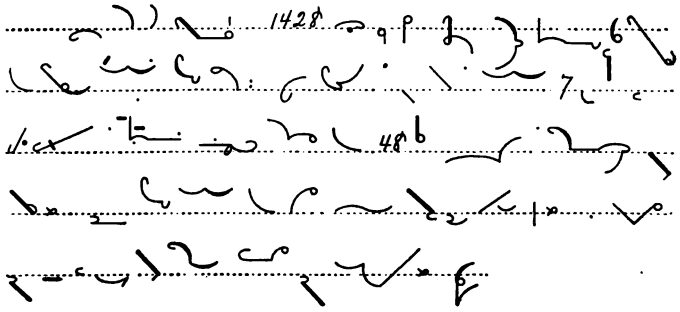

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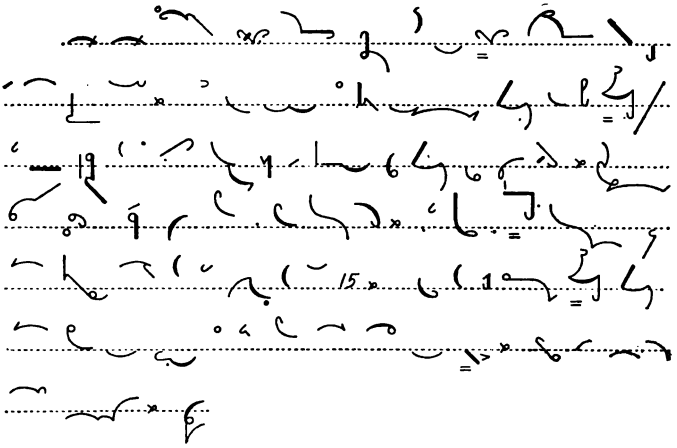

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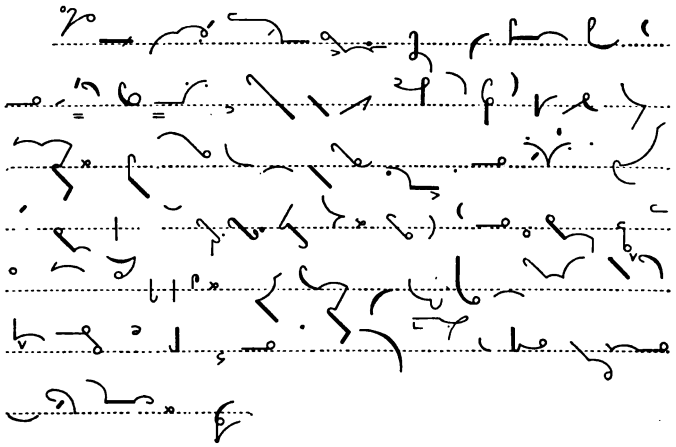

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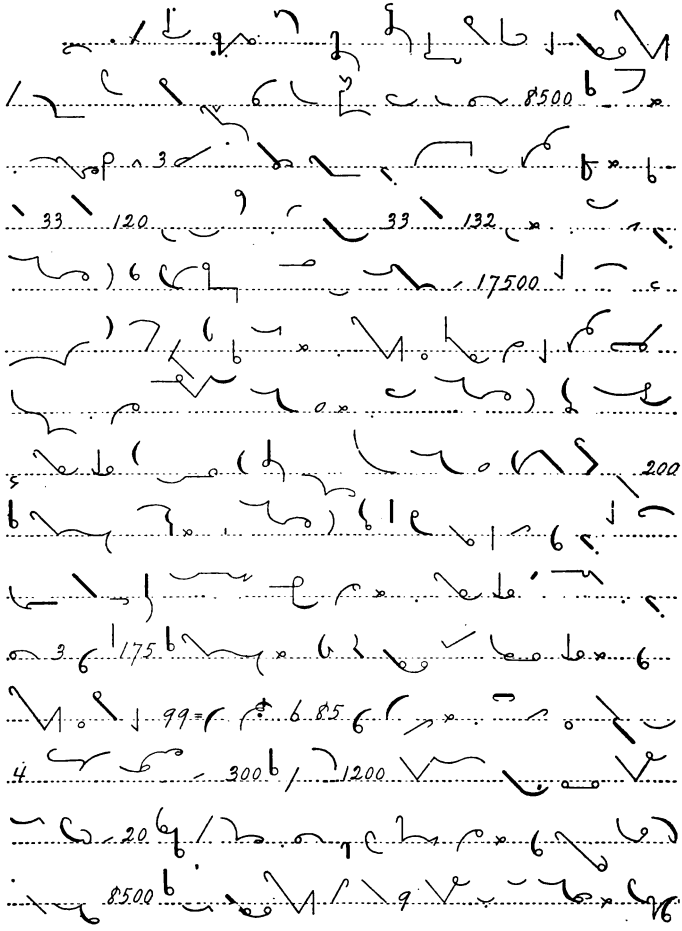

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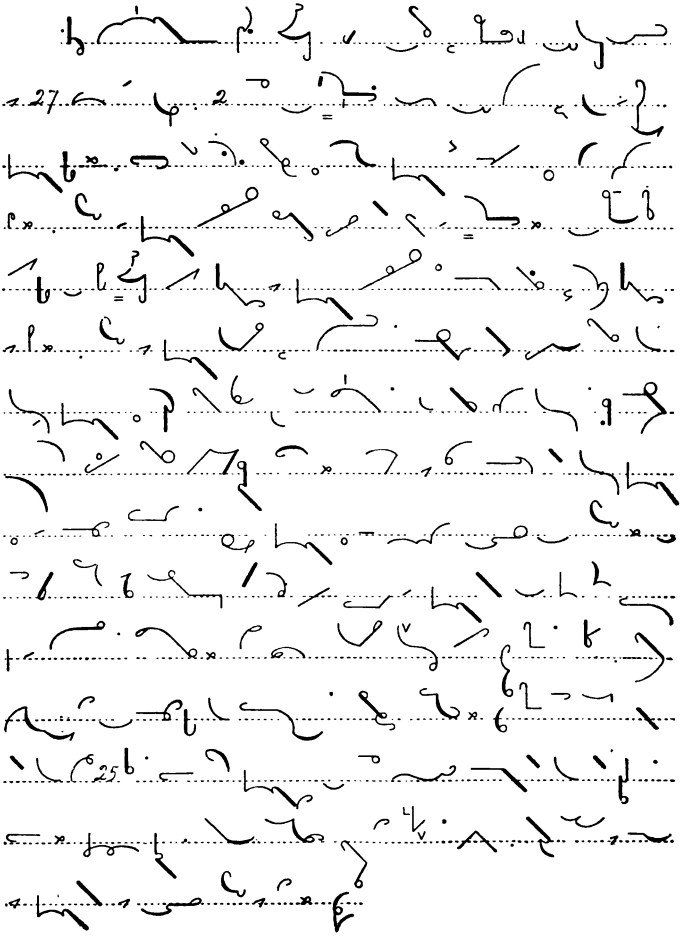

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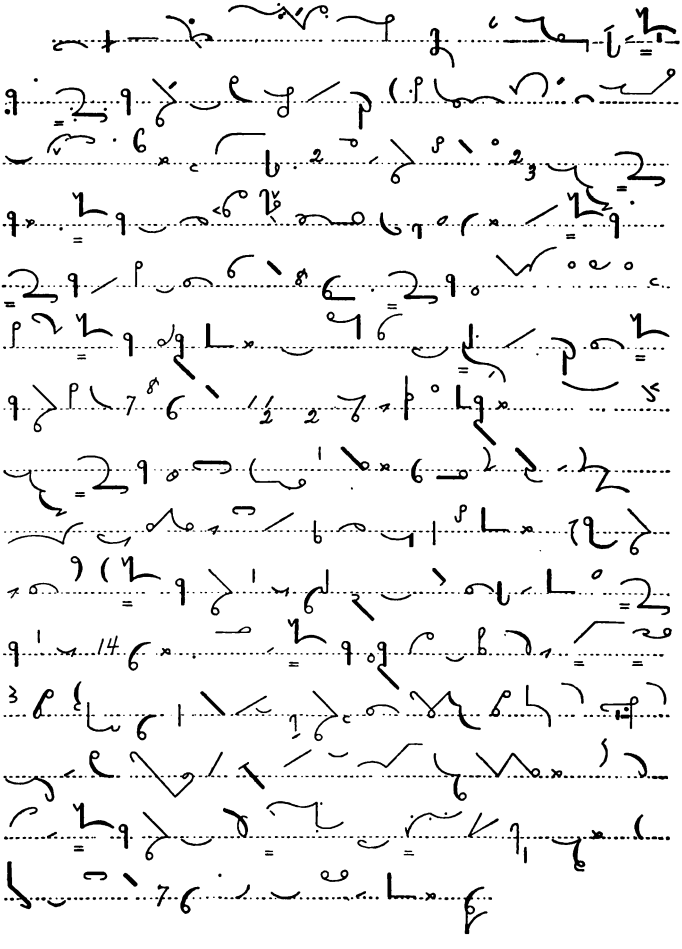

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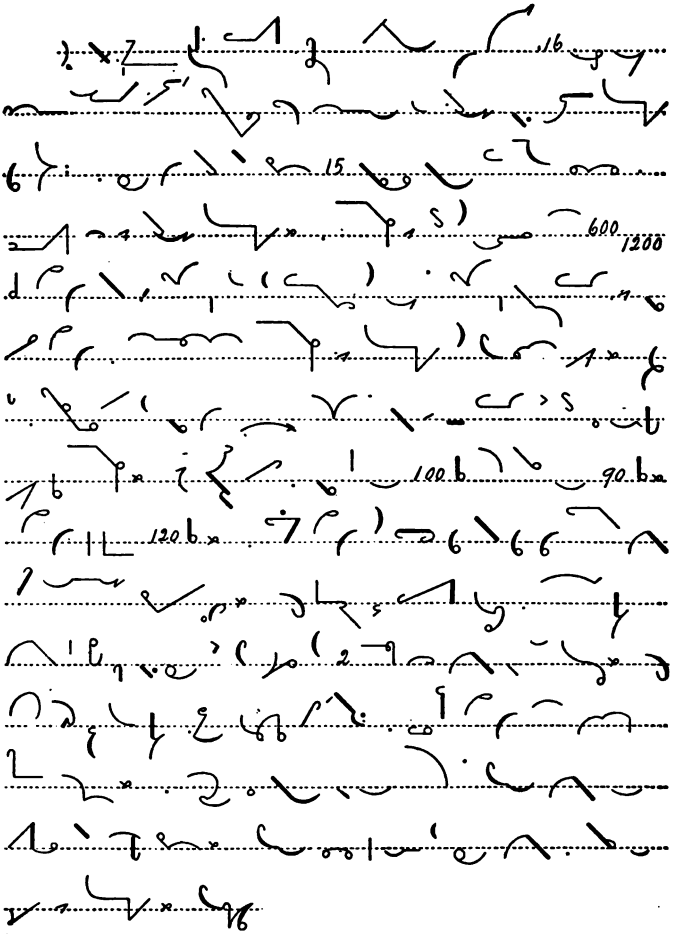

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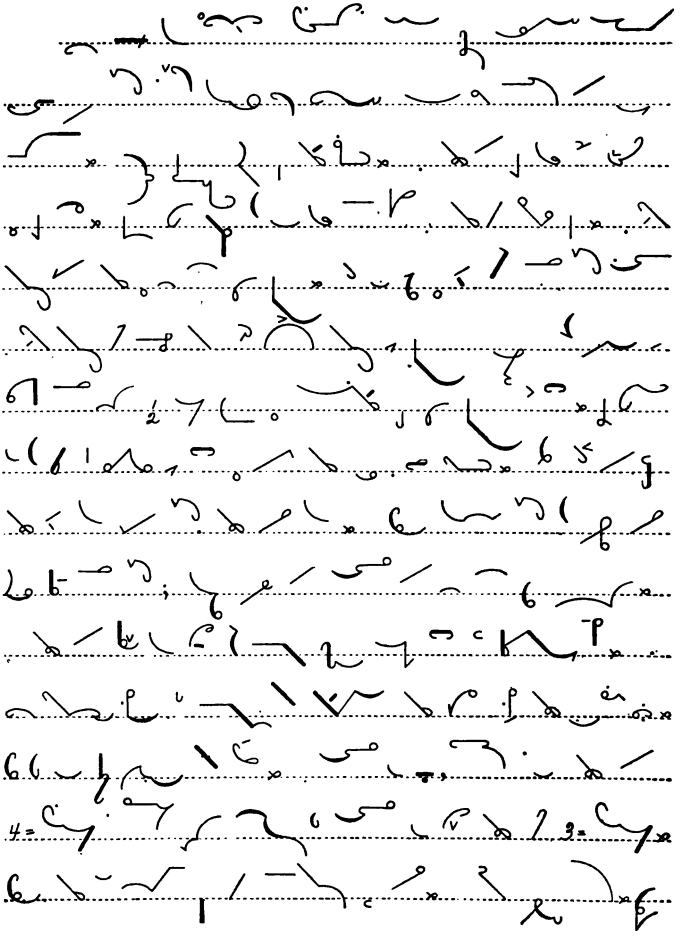

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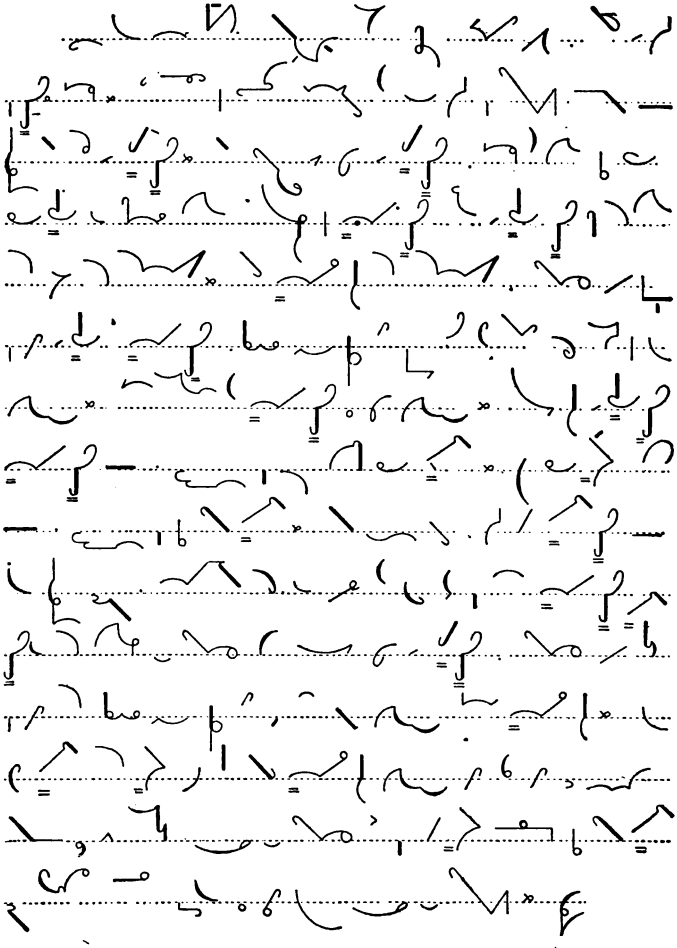

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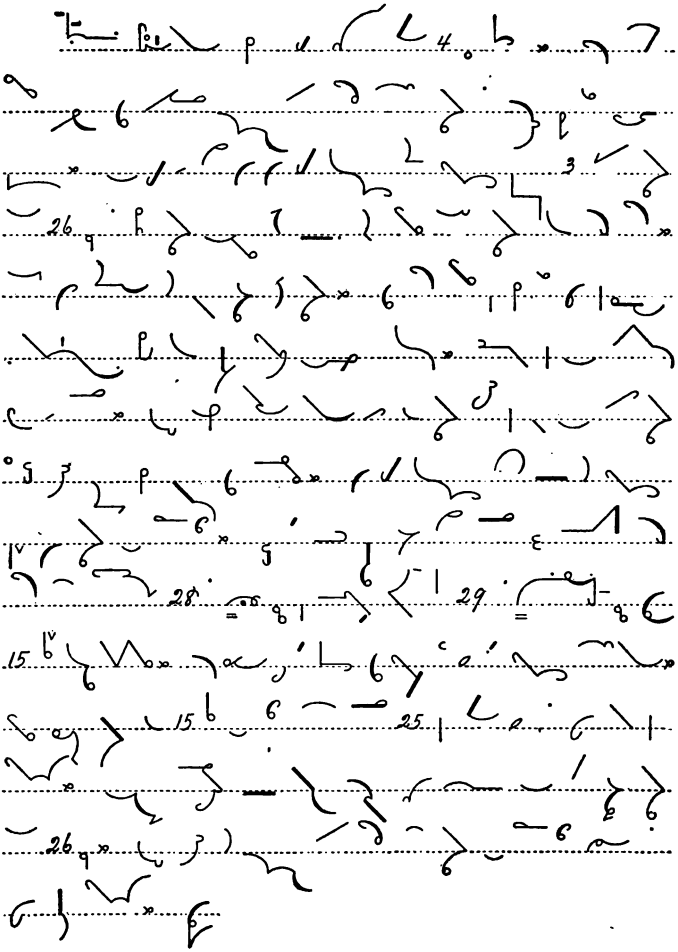

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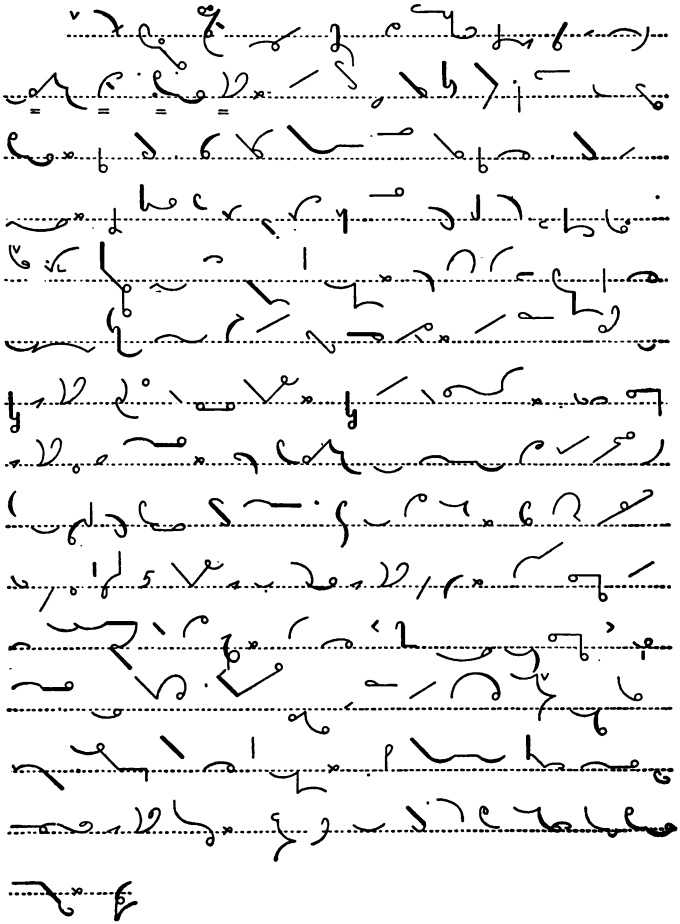
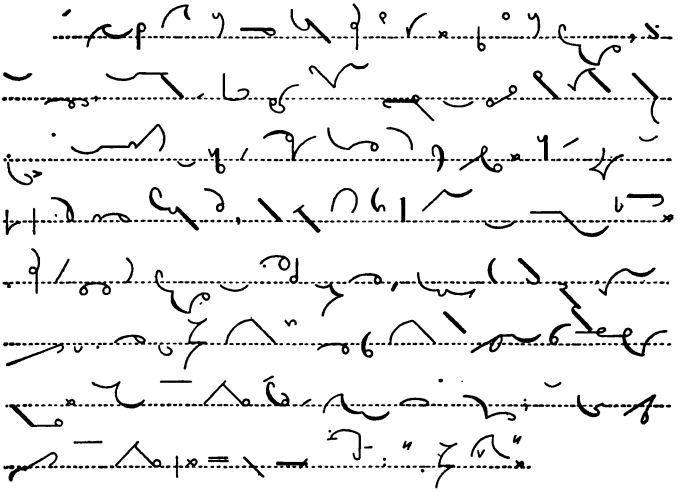
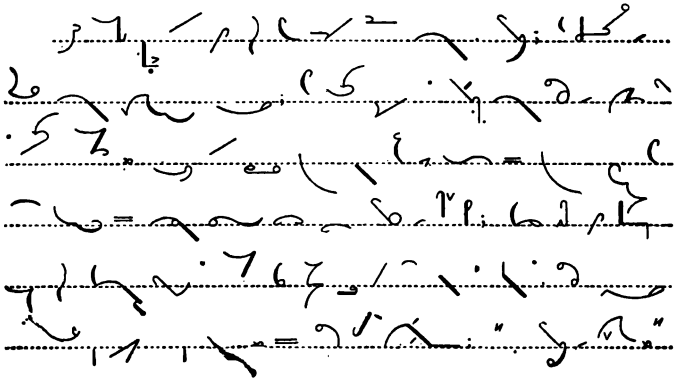


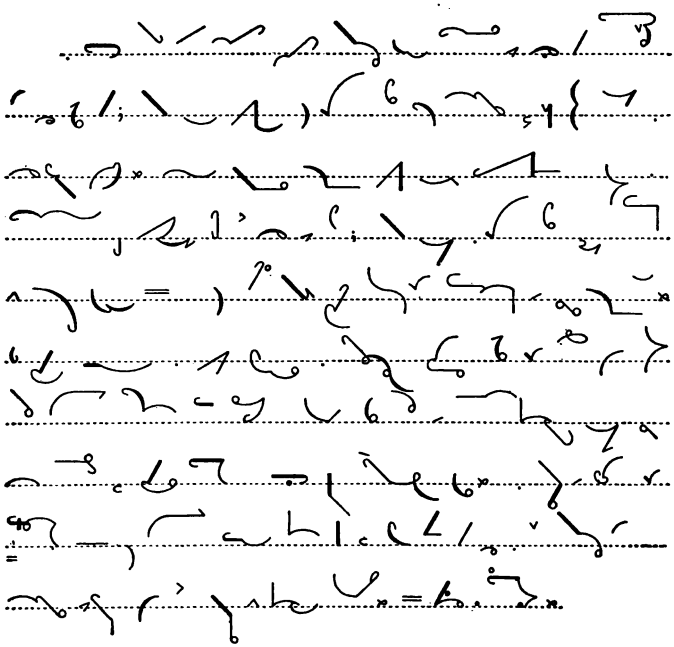
BENEFITS OF SOCIETY



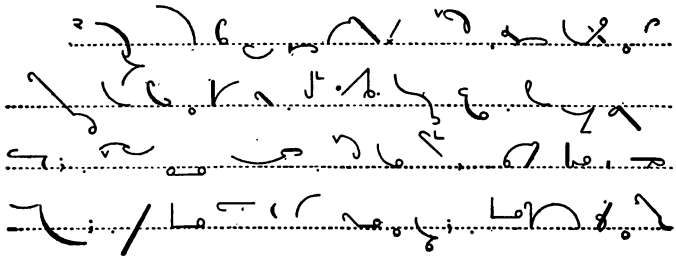
TRUE EDUCATION.

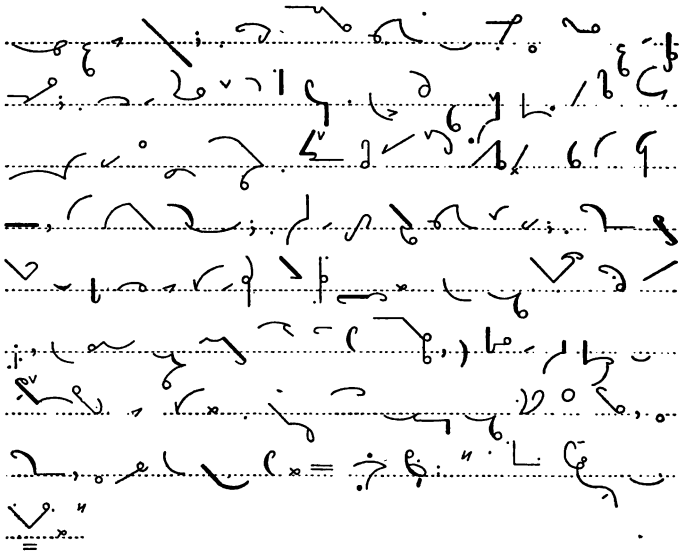


ENJOYMENT OF LITERATURE.

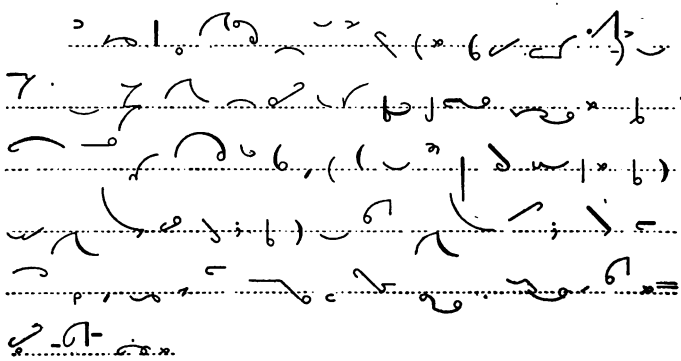


LABOR.

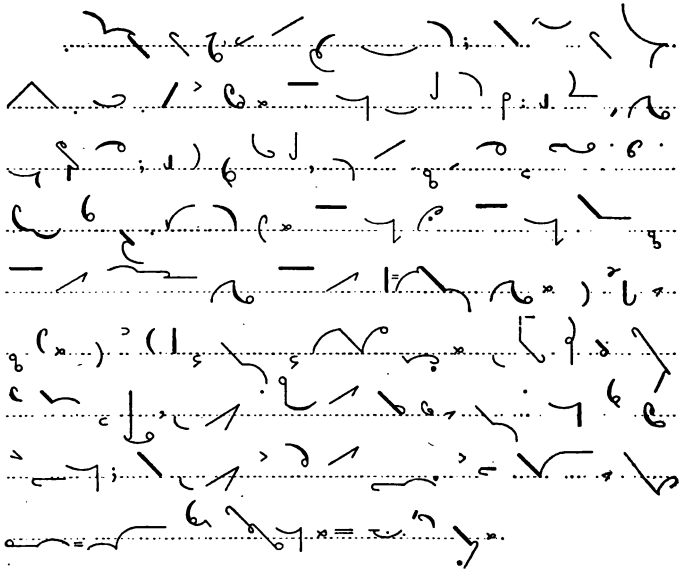




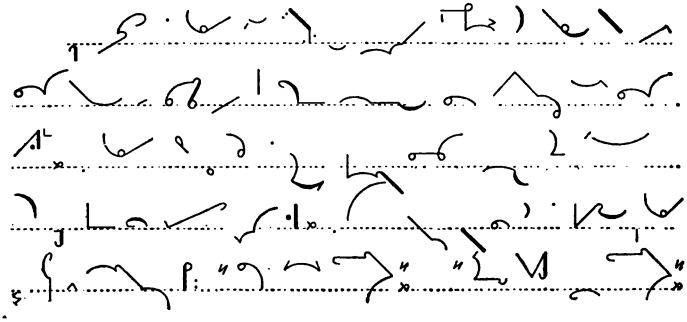
TRUE GREATNESS.

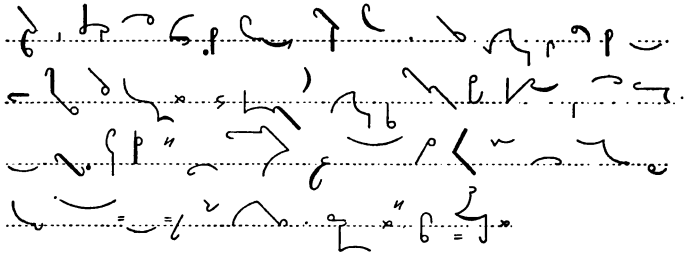


THE COMMON PEOPLE.

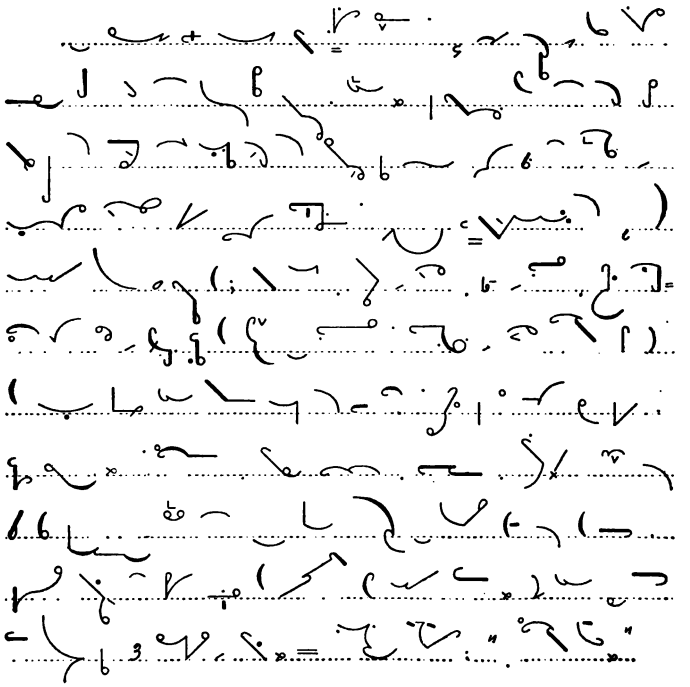


ANECDOTE OF THE REVOLUTION.

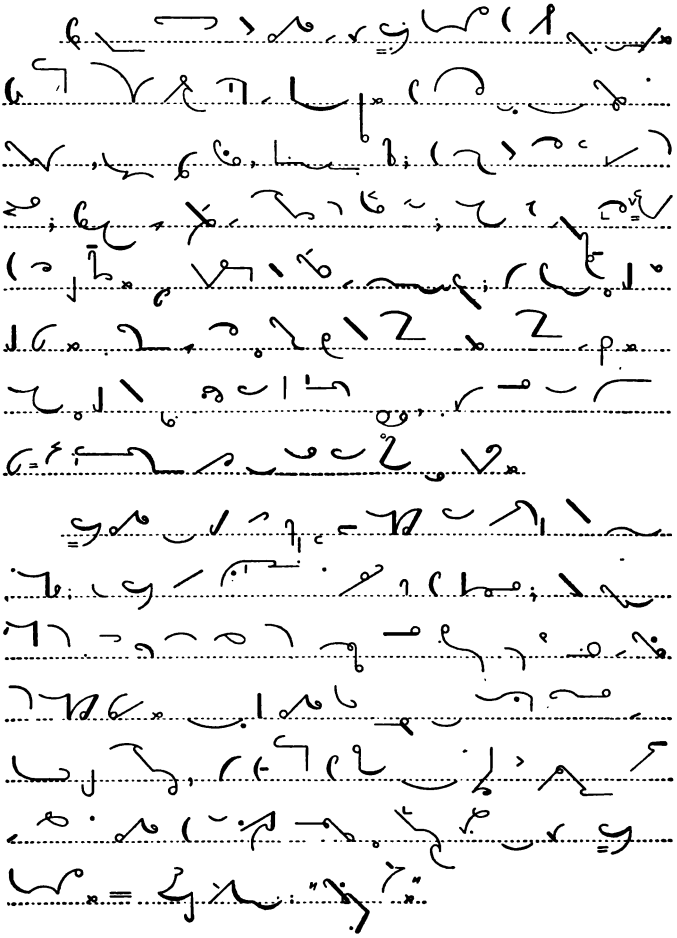




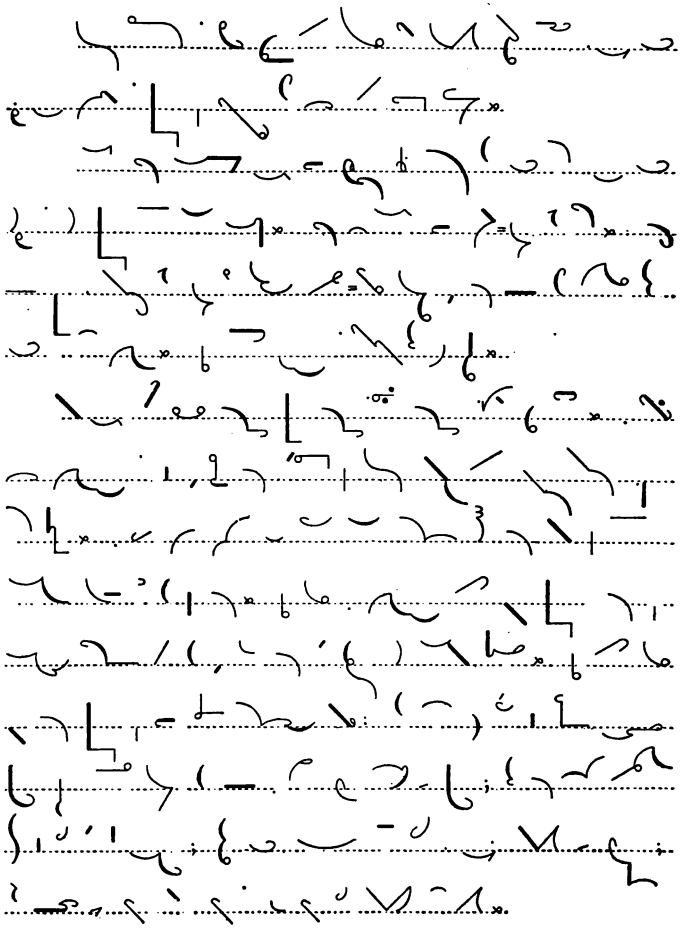
AN ANCIENT FOUNTAIN.



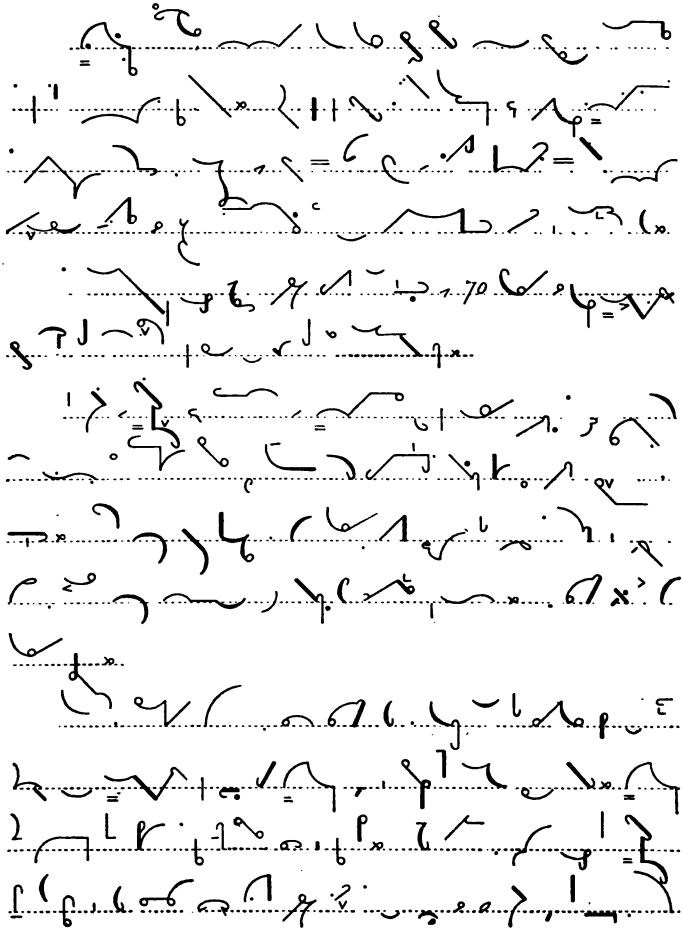
OLD FAMILY SERVANTS.

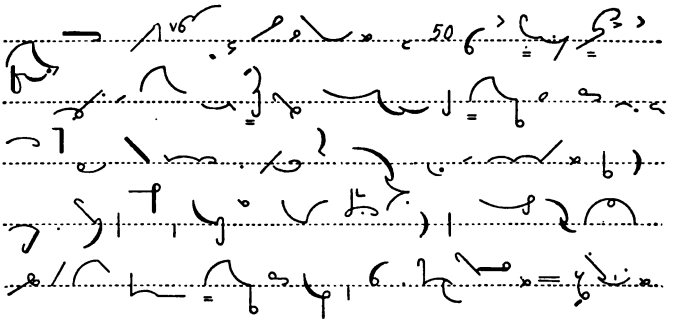


LINCOLN'S GETTYSBURG ADDRESS.

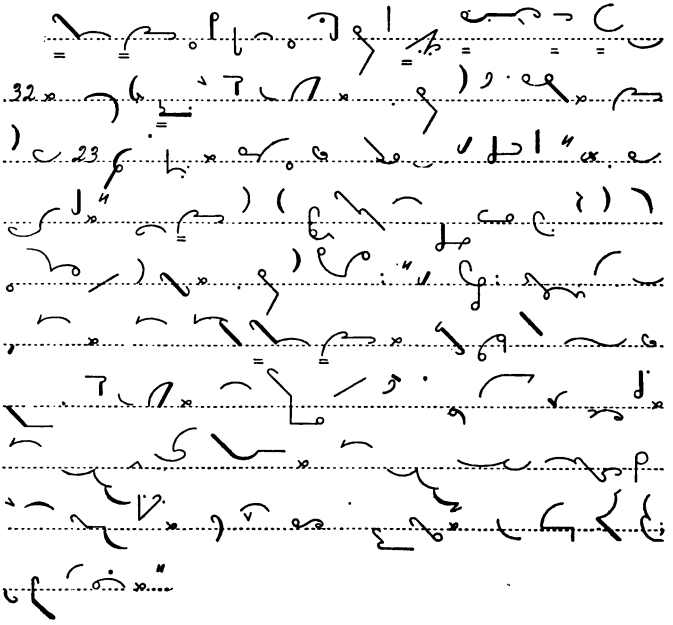


LAFAYETTE'S MEMORY.





LINCOLN'S FIRST SPEECH.



VERBATIM REPORTING.

The desire to become proficient enough to report speeches, lectures, and court testimony is a laudable one for any stenographer. An amanuensis may be able to write letters, or matter pertaining to his particular line of business, at a high rate of speed, and yet be unable to make an accurate report of a slowly delivered speech or sermon. This is in many cases owing to the fact that the vocabulary used by the speaker is materially different from the one to which the stenographer is accustomed.

The student who wishes to become a verbatim reporter should first make himself thoroughly familiar with the principles of his system, with the word-signs and "words distinguished," and with the rules for phrasing. No one who has laid a poor foundation can hope to succeed in making himself a competent reporter. He should strive in every way possible to increase his available shorthand vocabulary. He should also make himself familiar with the meaning of new words, and increase his fund of general information as much as possible.

A good method of practice to gain speed on general matter is for the student to select an article of two or three hundred words, write it in shorthand as accurately as possible, and look up the meaning of every unfamiliar word. He should then have it read to him from ten to twenty-five times, or until the mind and hand work in such harmony that it can be written with ease and in good shorthand at a speed of at least 125 words a minute. By continuing this kind of practice for a few weeks the student will find his speed on new matter much increased, and he will soon be able to write 140 words a minute on practiced matter. The gain from 140 to 150 words a minute will be slow and will require patient and persistent practice. When a stenographer can write correctly from 125 to 150 words a minute on general matter he should lose no opportunity

to take notes on lectures, speeches, and sermons. If he can not get it all he should not be discouraged, but should strive to write as many complete sentences as possible, instead of leaving many sentences incomplete. Parenthetic clauses may sometimes be omitted without impairing the sense. In actual work the reporter must get the idea, even though occasional clauses are omitted.

In addition to taking notes of speeches and lectures, one who desires to become a reporter should write from a good reader a large amount of general matter, covering historical, scientific, political and other subjects. When he reaches the point where his pen glides over the paper without conscious mental effort to think how the shorthand outlines are to be made, he will be near the point of success. A speed of 150 words a minute on general matter is a good beginning speed for entering on actual reporting. With this speed he will succeed in taking the majority of public speeches, and practice will enable him to get rapidly uttered ones.

Many who are striving for speed overlook the fact that legibility and the ability to read everything written is even more essential than speed. A large part, if not all, of the matter written for practice should afterward be read from the notes. If the notes prove unreadable it indicates that the work has been written at a rate of speed beyond the ability of the writer. In practice work where he is writing from a reader he should so regulate the speed that he can make all notes legibly. It is a mistake to write always at the highest possible speed. One should have a large amount of practice at a rate of speed that permits the making of accurate shorthand outlines.

The requirements for court reporting are not materially different from those for general reporting. A good preliminary training is work in a law office. Here the stenographer becomes familiar with the vocabulary of the law, and is occasionally called on to take depositions, or to attend the trial of cases in court. Nearly all courts now have their official reporters, and there is little opportunity for the young reporter to assist the regular reporter and receive pay for his work. He will generally be forced to get his practice in court reporting by attending court and practicing without compensation.

LETTERS

LETTER No. 1

Mr. R. C. Marsh,
Canton, Ohio.

Dear Sir: Answering your letter of March 31st: The Coöperative Book Company has for many years kept a satisfactory account with this bank and we think well of them. We are informed that their securities are first-class in every respect, and their general character so far as indicated by their statements and by the reports of commercial agencies seems to fully confirm this. We have knowledge that they are doing a large and increasing business, especially in the States west of the Missouri river and in Canada.

Yours truly,

LETTER No. 2

Mr. K. D. Ellsworth,
Norwood, Mass.

Dear Sir: We are in receipt of yours of the 3d advising us that you have purchased the Bank of Commerce at your place and soliciting our business. We have always handled our business with your bank and shall be glad to continue to do so.

We wish to ask if you can not see your way clear to favor us with your Boston business. We would give to your account the same treatment you receive elsewhere and we believe that such an arrangement would be mutually beneficial and profitable. We allow the usual bankers' rate on full daily balances, credit on receipt all cash items, and transfer to your other correspondents at par from time to time as you may direct.

Trusting to hear from you favorably on this proposition, and wishing you success in your new enterprise, we remain

Very truly yours,

LETTER No. 3

B. L. Leslie, County Collector,
Bedford City, Virginia.

Dear Sir: I am in receipt of your printed notice of the 6th stating that my name appears on the delinquent personal tax book for 1906. Have you not made some mistake in this matter? By referring to your receipt

stubs you will find that No. 5715 was issued by you December 31, 1905, in my favor for the payment of personal taxes to the amount of $34.80. I do not know of anything else that I should be called upon to pay. Please advise.

Yours truly,

LETTER No. 4

Messrs. Davidson & Kimball,
Topeka, Kansas.

Gentlemen: I herewith enclose ~~your~~ a list of land which you may offer for sale. I do not give you a complete list of all the lands I have, but I shall see you from time to time and if you have a buyer on hand who requires something different from what is on this list, I will let you know what other lands I have. Of course I can not give you exclusive sale of these lands, as they are subject to withdrawal at any time, but I shall be glad to have you find a buyer for any of them and I will coöperate with you in making sale.

I shall be glad to have you find ~~me~~ a good renter for the 50-acre tract west of Topeka. I would let him have it on very moderate terms, provided he is a good worker. The place is especially adapted to market gardening and is well stocked with small fruits of all kinds. It is only four miles from the city limits and there is always a good market for all products at high prices.

Very truly yours,

LETTER No. 5

W. V. Wells, General Manager.

Dear Sir: At about 8:30 P. M. on the 2d instant there were heavy rains on the Dakota Division between Fargo and Grand Forks with a washout of track for 60 feet 12 miles north of Fargo. At about 12:20 o'clock on the same night there was another rain and wind-storm in the same locality, washing out 40 feet of track together with the bridge over Silver Creek. The track was repaired temporarily, and we had trains moving in about 24 hours. Passenger trains Nos. 102 and 26 were delayed on account of these washouts.

Respectfully,

LETTER No. 6

John T. Collins, Superintendent.

Dear Sir: At 8:12 this morning C. M. & T. train No. 43 was derailed one and one-half miles south of Douglas, Colorado. The tank, engine, baggage and chair cars turned over on the side and the sleepers and diner

were left standing. About 300 feet of track was badly damaged and four passengers were injured by glass. Either the rear wheels of the tank or the forward wheels of the baggage car left the track first. The wrecking crew was sent from Denver and arrived within three hours after the wreck. Conductor Garrison is unable to give the cause of the accident, but says it may have been a defective axle, as the rear axle on the tank was found broken after the accident. All traffic was delayed for about nine hours.

Respectfully,

LETTER No. 7

The Empire Insurance Co.,
New York City.

Gentlemen: Will you write $3,000 on the schoolhouse and contents as described by the enclosed form? Elmwood is one of our largest suburbs and is under the protection of our city water supply, but owing to the fact that the streets are not paved they have formed a village fire company, which is supplemented by the city fire department at times when the roads are in good condition. As this is a first-class risk I will await your answer as to whether I may write this policy for that amount.

Respectfully yours,

LETTER No. 8

Mr. George R. Randall, Manager,
Hartford, Conn.

Dear Sir: I am in receipt of your favor of the 1st instant relative to the rates on special hazards and also risks not under the protection of our city water supply and fire department. The reason I have reduced the rates on some special hazards is that the risks have been improved. The building occupied by Wagner & Co. has been equipped with automatic sprinklers. The equipment has been inspected and accepted by the State Inspector and the rate on stock reduced from $1.50 to 90 cents. The equipment was put in place some time ago, but owing to some defects the assured was not given credit for the improvements until June 1st. If you insist on placing unprotected risks on the prohibited list it will necessitate the cancellation of all policies covering this property. I should like your advice on this matter before doing anything further.

Respectfully,

LETTER No. 9

Mr. Lawrence Matthews,
Sterling, Illinois.

Dear Sir: Your letter of the 5th instant received, and we note that you will complete the ice-breaks on the bridge at Rock Falls this week. We are very much pleased to have this job finished in such a short time. As soon as you finish this work you may store your tools at Rock Falls, taking pains to see that the storage place is dry. Send a list of the tools to us on the enclosed blank. When this is done, report to this office, as we want to make arrangements for the construction of a steel bridge at Pekin. It will probably take about four months to construct this bridge, and you will so arrange your affairs that you can go direct to Pekin and stay away that length of time.

Hoping you will be able to report at the office not later than Monday of next week, we are

Yours truly,

LETTER No. 10

Mr. H. B. Meyers,
Mount Holly, New Jersey.

Dear Sir: We have a letter this morning from James T. Carter, one of the county commissioners of Morris county, complaining about the iron bridge that you constructed in this district. Please go over to Morris and arrange with Mr. Carter to accompany you to the bridge in question and talk over the matter with him. Make any changes that he wants, and be sure that he is satisfied before you leave. Mr. Carter is one of the leading members of the board, and we can not afford to have him dissatisfied about anything we have done. Please report promptly to this office the result of your interview and state what changes you will make. We will have materials and tools with the necessary men sent you from Newark, as it is much nearer than Mount Holly.

Yours truly,

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